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ABSTRACT

This document presents an evaluation report and parent handbook of for a federally supported 6-week residential summer program for children and adults with developmental disabilities developed by the Hebrew Academy for Special Children (Brooklyn, New York). It also includes the program's parent handbook. Evaluation focused on three groups of camp participants (students, teacher assistants/counselors, and teachers) and assessed three main indicators of success: (1) student progress as observed and recorded by parents and counselors; (2) development of teacher assistant/counselor skills as evaluated by self-ratings and partner teachers; and (3) growth in teachers' skills as rated by program administrators. Overall program effectiveness and family stress reduction were also examined. Positive evaluation findings were reported for all three indicators. The program model was also supported by a review of the literature. Appendices include a literature review and lists of evaluation instruments and staff development topics. The parent manual has sections that address making classroom lessons and play a part of daily interaction and conversation; having fun (what children learn from toys and play); adapting toys to help children play; special projects for leisure time, weekends, and vacations; and classroom activities that work outside the classroom to help the child. (DB)

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The Hebrew Academy for Special Children's Summer Program: An Evaluation Report

An Innovative Program to Enhance the Academic and Social Outcomes of Developmentally Disabled Individuals

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EXECUTIVE SUMMARY

The Hebrew Academy for Special Children Inc. (hereafter HASC), founded in 1963, is a non-profit educational organization dedicated to the education and treatment of developmentally disabled children of all ages. HASC's foci are on maximizing the potential of each child and providing the child, and his caregivers, with the knowledge, skills, and abilities to live more successfully in their communities. In addition to school year programs, HASC runs a six-week summer residential program in the Catskill Mountains. Children come to the HASC Summer Program from 14 states: California, Colorado, Connecticut, Florida, Georgia, Illinois, Maryland, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Wisconsin.

Under a grant from the United States Department of Education, HASC leadership conducted the 2001 summer residential program and gathered data for evaluation of that program. The results of this study are reported here. Specifically, the evaluation plan focuses on three groups of camp participants – students, teacher assistants/counselors, and teachers – to assess three indicators of success: (1) student progress as observed and recorded by parents and counselors; (2) development of teacher assistant/counselor skills as evaluated by self-ratings and partner teachers; and (3) growth in the skills of the teachers as rated by program administrators. In addition to progress and development of staff and students, the 2001 evaluation looks at program effectiveness as measured by a model of effective summer programs extracted from the literature, as well as family stress reduction following the summer program experience.

Based on the records and data we reviewed, it is clear that the summer program is a growth experience for those who participate. The program is, and remains, a twenty-four-hours-a-day, seven-days-a-week summer program that is effective in helping to nurture and develop student, teacher assistant/counselor, and teacher skills in a range of areas. In fact, it appears that the HASC summer program results in positive outcomes for all.

Regarding student progress, the program continues to help students develop the much needed skills for successful daily living and meaningful social interactions. We analyzed student changes observed by the parents and teacher assistant/counselors. We see results similar to those reported in the November 2000 summer program evaluation report (Everson & Dunham, 2000): the largest observed gains are in social skills development, followed by improvement in speech and communication skills. While many of the gains observed in the domains of daily living skills (washing, dressing, feeding) and motor skills, are not as large, the effort expended by the student to

progress in these areas can be tremendous given the challenges faced by the child. Based on reports from parents, teachers, and teacher assistants/counselors, many of the children who attend the HASC Summer Program can and do learn and improve their skills in at least one of the four measured areas: communication, daily living skills, social development, and motor skills.

The summer program apparently helps both the teachers and their college-age teacher assistants. Both groups show individual gains in criterion based evaluations. When we look at the data from the teaching staff we find evidence of success in improved classroom management and teaching. Moreover, when we look at these teacher's assistants, we see gains as well. In addition, many teacher assistants/counselors report that the summer care-giving work provides a positive "life-changing" experience. Most of these young adult counselors recommend that other college-age students participate to gain a broadened perspective and appreciation of life, people, and relationships. These young and energetic staff members are enthusiastic and committed to their work with this population of students, and the teacher assistants/counselors report that, while the work can be very difficult and frustrating, it is extremely rewarding to work with these special children.

Finally, the summer program provides parents with several benefits: (1) a needed respite, (2) new strategies for reinforcing classroom lessons with their child, (3) a child who experiences the novelty and fun of camp while learning and practicing basic skills, and in many cases, (4) a child who has improved social skills; and in some cases, (5) a child who has learned to accomplish a task by himself or herself for the first time (riding a bike, dressing self, feeding self). Many parents report being more capable after the summer respite when it comes to caring for their child. Other parents report they are better able to cope with the stress of caring for and raising a severely disabled child after their child participates in the residential summer program experience. Even the few parents who report that their child remained at the same level of life skills before and after the summer, still agree that having a child participate in educational and recreational camp experience relieves their stress levels at home.

A summary of the literature regarding summer residential programs for disabled students suggests a model for a successful program that is structured around a carefully planned curriculum with extracurricular activities and extensive teacher training. The HASC Summer Program, as it is currently structured and implemented, responds successfully to the four criteria of the model:

- a viable academic, instructional approach so that children are given the opportunity to retain and build upon information from the school year in preparation for the next school year without loss of academic skills over the summer break;

- professional expertise to provide the same opportunity of program design as a camp for non-disabled children with age and skill appropriate classroom structures and instructional materials;
- camper involvement in appropriate leisure activities while at camp; and
- activities, time, and focus on social skills development.

In our view, the HASC summer program exemplifies this model and meets the goals set for the program. Although we recommend more rigorous data collection in the future, data on hand for the summer of 2001 provide evidence that the experience is efficacious not only for the students, but also for the parents and the professional staff of teachers, teacher assistants/counselors who provide the guidance and care for these special children. There remains a need for better record keeping, measures and documentation of student learning and achievement, as well as the need to link the performance of the students to data collected from parents and teachers. While changes to the evaluation process were made in response to the evaluation report of 2000, future evaluation research needs to be continued to be used more formatively—helping the program's staff modify and improve practice for future participants. We hope that, as each year's program occurs, more and better data will be collected to validate these important preliminary findings. More rigorous data and program documentation would make a powerful statement for replicating the program and disseminating information about the program to the broader educational community.

The previous summer program evaluation report in 2000, stated that "the community of parents, professional staff, teachers and counselors at HASC are, indeed, a remarkable village." (Everson & Dunham, 2000) As apparent from the write-in responses on the 2001 teacher/assistant and parent questionnaires, HASC continues to be a "remarkable village" that provides needed and welcomed services for a very special population of learners.

INTRODUCTION

The Hebrew Academy for Special Children Inc. (hereafter HASC), founded in 1963, is a non-profit educational organization dedicated to the education and treatment of developmentally disabled children of all ages. The goal of HASC is to provide state-of-the-art special education programs to meet the needs of handicapped children who, for various reasons, are not adequately or appropriately served by their neighborhood schools or community school districts. HASC's foci are on maximizing the potential of each child and providing the child, and his or her caregivers, with the knowledge, skills, and abilities to live more successfully in their communities. HASC enjoys a strong reputation in the field of special education, and is widely recognized for the excellence of its programs and services.

HASC currently serves more than 1,100 children and young adults in nine educational facilities across New York State. In addition to school year programs, HASC runs a six-week summer residential program in the Catskill Mountains. Children come to the HASC Summer Program from 14 states: California, Colorado, Connecticut, Florida, Georgia, Illinois, Maryland, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Wisconsin.

The HASC special education programs have several components:

- an infant and toddler program for handicapped and at-risk babies with services offered at home and in center-based programs;
- a preschool program serving youngsters from 3 to 5 years old, many integrated with non-handicapped peers; and
- school-based programs for special youths from 5 to 21 years old.
- vocational program for adults over 21.

HASC organizes these components into both full and part-time programs to address the needs of preschoolers, school-age children, and young adults. For example, there is a 10-month and 12-month program for both preschool and school-age children; a 12-month early intervention program—both home-based and center-based for children ages birth to three; a counseling program for children and parents; and a residential summer program that includes a special education school for children below 21 years old, and a vocational skills/recreational program for individuals over 21 years of age. It is the efficacy of the 2001 HASC residential summer program for school age children that is the focus

of this evaluation report, the second program evaluation report for the HASC Summer Program.[1] (The previous report evaluated the camp in the summer of 1999.)

This 2001 report includes a brief overview of the HASC residential summer program, and a proposed model of an effective summer program compiled by a search of existing literature about special education programs, in general, and summer residential programs in particular. We then describe our evaluation research design, and summarize the data we gathered during the evaluation phase. We conclude by summarizing our findings and offering a series of recommendations aimed at strengthening the existing as well as future iterations of the summer program.

THE SUMMER PROGRAM

Located in the Catskill Mountains of New York on a small, beautiful campus, in 2001 the HASC summer residential program provided academic and skills-based education to 172 developmentally disabled school age students from 6 to 21 years of age as well 172 handicapped individuals over the age of 21. In addition, 23 students participated as day campers. The goal of the school age residential summer program is to enhance educational achievement and, in the short term, to prevent regression of developmental skills and abilities during the summer months. The HASC school/camp setting follows New York State's guidelines for special education instruction. In addition to teachers and caregivers, the HASC Summer Program employs: special education supervisors, physicians, nurses, psychologists, social workers, physical, occupational, and speech therapists, music and dance therapists, adaptive physical educators, and nature and recreation specialists. The program differs from many public programs by virtue of its unique combination of the following components:

- ***students in residence***—the program is a six-week, 24-hour-a-day, seven day per week residential summer academic camp;
- ***teacher, counselor, and parent (or caregiver) training***—before and during the camp, HASC provides training to ensure that those who work with the children have the knowledge, skills, and abilities to facilitate their development. In HASC's view these tools and techniques are extended through focused follow-up academic activities based on lessons learned in the classroom; and
- ***information dissemination***—through workshops, presentations, and a parent training manual developed by HASC staff, the summer residential program

[1] Everson & Dunham. (2000). The Hebrew Academy for Special Children's Summer Program: An Evaluation Report., November 2000. Brooklyn, NY: H. Everson & Associates.

provides special education service providers with resources to do their work more efficiently and effectively.

Through its residential camp structure and focus on training 24-hour-caregivers, the HASC summer program gives students the opportunity to practice skills acquired in the camp's classroom during "after-school" hours. In this way the students benefit, according to the HASC leadership, from a "round-the-clock" educational program that coordinates the lessons learned in the classroom with thematically organized after school activities. The camp's teacher assistants/counselors—who also work in the classrooms along side their teacher-mentors—become direct caregivers when the academic portion of camp is over for the day.

This organizational approach provides students with the opportunity to review and incorporate their classroom experiences and exercises while they are in their living quarters learning activities in daily living or while participating in other activities outside the classroom such as the "hands on" nature center, arts and crafts, and recreational events. In addition, the camp's staff practices positive reinforcement techniques during after school hours. Additional resources are available from professional psychologists who, as needed, provide advice and assistance with complex behavioral management issues. HASC views the connections between students and teacher assistants/counselors as central to the child's learning experience. Thus, staff training and development emphasize the use of a variety of extended activities that provide instruction beyond the walls of the classroom. Teachers and teacher assistants/counselors receive intensive training in how to develop and activate these follow-through activities, once school hours have ended for the day. HASC believes the follow-through and practice activities are key to promoting skill acquisition in the children attending the summer residential camp.

In addition to teachers and teacher assistants/counselors, administrators and supervisors receive pre- and post-service training as well. HASC staff and outside consultants conduct pre-service training during the months before the camp begins and in-service training when the camp is in session. As part of this professional development effort, the camp's directors evaluate teachers and teacher assistants/counselors through individual and small group assessments conducted at two separate times during the six week summer camp. Parents, too, have the opportunity to attend a post-training session at the conclusion of the summer program to learn ways to better care for their children. HASC disseminates information to the larger community of educators and educational associations through the publication of a parent handbook, and by presenting workshops and conducting seminars at regional and national conferences.

With its emphasis on round the clock care, HASC's approach differs from many other programs serving developmentally disabled children, which often provide instruction and training on a more limited and less intensive basis, most commonly for six hours a day, five days a week. Not only does the HASC summer program provide day-long, classroom-based instruction, it also offers students a comprehensive program that allows them to practice and integrate the skills and abilities acquired in the classroom into other aspects of daily living. To place the HASC philosophy and program design in a larger context, the next section summarizes the literature on summer programs for the developmentally disabled. We use ideal characteristics found in the literature to construct a model that epitomizes an effective summer program. We use this model to provide an important and useful backdrop for evaluating the overall efficacy of the HASC summer residential program.

EFFECTIVE SUMMER PROGRAMS FOR SPECIAL NEEDS STUDENTS: A MODEL FROM THE LITERATURE

In 2000, the evaluators, Everson & Dunham conducted an extensive literature review for the project evaluation. The review is reprinted in its entirely in Appendix A. The literature focuses on three major aspects of educational initiatives for developmentally disabled children—the role of the family, the quality of the teaching and counseling staff, and the programmatic and structural elements of summer residential programs. Later in this report we will discuss the results of the teacher and counselor evaluation, as well as family perceptions, in the context of the literature.

Here, we want to focus on what the literature says about the structure of summer programs for special needs students. Some studies identify common programmatic gaps and suggest intervention models to fill those gaps (see, for example, Branan, Arick, and Fullerton, 1997; Cassidy, 1982). Through suggestions in the literature, a model emerges of the elements of an effective summer program structure. In sum, there are four key programmatic structures: (1) systematic, proactive approaches; (2) instructional design and professional development, (3) age appropriate activities, and (4) provision of opportunities for students to develop their social skills. Thus, the literature suggests that summer programs for special needs students consider and implement change models that have the following characteristics:

(1) Attention to designing systematic, proactive programs. Historically, the literature has focused on a description of camp activities and the impact of various camping programs on self-concept and self-acceptance. Of these studies, some have indicated that the dearth in information could be attributed to the lack of social acceptance of disabled individuals (Cassidy, 1982; Dattilo, 1987) and the so-called use of "trial and error" methods of providing a summer camp experience

(Compton, 1984). In demonstrating an example of the social acceptance of disabled students, one only has to look at the semantics of special education programs. By the use of the word "camp" an opportunity of relief is presented to the disabled student that, if conducted in a school setting, would be referred to as a "clinical intervention" and subjected to prejudice by peers and others. The literature indicates that summer camp is a viable approach for meeting the learning needs of both disabled and non-disabled children (Brannan, Arick, and Fullerton, 1997; Cassidy, 1982). Through the presentation of instructional material over the summer camp experience, children are given the opportunity to retain and build upon the information from the school year in preparation for the next school year (Wert and Reitz, 1978). Consequently, those children are often subsequently placed in a higher academic level when compared to those not participating in summer programs. This is especially important for disabled students, since many need additional instructional opportunities and are often at a risk when the new school year begins (Dattilo, 1987; Wert and Reitz, 1978). Thus, the literature suggests that instruction be sequenced carefully and based on the same developmental skills associated with non-disabled children. Because of attentional deficits, it has been suggested that instructional time be considered, and that the learning environments, themselves, allow self-motivating and multi-sensory activities. Instruction should be individualized and based on the ability of the student—with frequent one-on-one instructional opportunities. Finally, the instructional designs ought to encompass natural, real life tasks that will allow the disabled student to apply the instructional activity to the "real world" (Cassidy, 1982).

(2) Consistency of program implementation. A number of authors have concluded that a summer camp experience is equally important for both disabled and non-disabled children (Brannan, Arick, and Fullerton, 1997; Cassidy, 1982). Yet, it is apparent from the literature that disabled children are not provided with programs that have strong, consistent instructional design elements. Often, the activities in a setting for the disabled are not age appropriate and do not reflect the common goal of summer education—to help retain academic and social skills learned in school across the summer break (Dattilo, 1987; Wert and Reitz, 1978). The literature suggests that this lack of age appropriate instruction is due to poor instructional materials and inadequate professional expertise and (or) professional development (Cassidy, 1982; Dattilo, 1987). Dattilo (1987) emphasizes this point by reporting that 68% of surveyed agencies reported that they did not provide skill training for the disabled because they lacked appropriate instructional materials and professional expertise.

(3) Age appropriate activities. The finding that disabled persons have not been properly prepared for participation in age appropriate recreational activities does not come as a shock, given Dattilo's (1987) findings. It is also obvious that inappropriate recreational activities would be counter-

productive, and could result in the regression of academic and social development of a disabled child. Similarly, summer camp programs that provide leisure activities have also been examined (Brannan, et al., 1997; Cassidy, 1982; Compton, 1984; Dattilo, 1987). While disabled populations hold the same leisure interests as non-disabled populations, disabled populations are often not allowed to participate in these activities because of the attitudes of non-disabled persons (Cassidy, 1982; Dattilo, 1987). These negative attitudes likely stem from the lack of social behavior skills of many disabled children, especially in the developmentally disabled populations. Thus, placing the developmentally disabled child in a leisure activity for the first time must be done with care. Similarly, children need to have the freedom to choose the recreational and leisure activities in which they would like to participate (Dattilo, 1987). Unfortunately, this is rarely the case (Datillo,1987). The consequence is that recreational and leisure activities often provide few opportunities for social facilitation, and may prevent the child from actively participating in future activities. Because of this finding, research has attempted to identify important aspects of a summer camp program for disabled children (Cassidy, 1982).

(4) Opportunities for social skills development. Many investigators have looked into the development of social skills, such as teamwork, in disabled children and have indicated that improper development is partially due to incomplete descriptors of the program (Dattilo, 1987). Dattilo, for example, proposed that carefully planned recreational programs could foster the development of productive social skills. According to Dattilo (1987) and Brannan, et al. (1997), these skills include an increase in leisure time skills, social interaction skills, self-esteem, self-confidence, motivation, initiative, and independence. We should note, however, that little research has been conducted to examine this proposal. The importance of examining the proposal is grounded in the fact that young disabled children tend to take part in passive and solitary activities that are family orientated and face a social dilemma when placed outside of the family space (Dattilo, 1987).

Summary

In sum, the literature discusses three major aspects of educational initiatives for developmentally disabled children: the role of the family, the quality of the teaching and counseling staff, and the programmatic and structural elements of summer residential programs. For the 2001 summer program, funded, in part by a grant from the US Department of Education, HASC leadership designed an evaluation to find indications of success in each of these three aspects. The evaluation design also considers the four part model that emerges from the literature of summer programs for special needs students.

EVALUATION DESIGN

The evaluation plan focuses on the program and three groups of program participants: students, teacher assistants/counselors, and the teachers. We measure: (1) progress of the program's students as observed by their parents and counselors; (2) development of the skills of the teacher assistants/counselors as evaluated by their teachers and self-ratings; and (3) growth in the skills of the teachers as rated by program administrators. In addition, we look at the indicator of family stress reduction upon the return of the summer residential camper to daily home activities. The approach is grounded in the program's goals, with evaluation objectives linked to them. Table 1, below, shows how the program's goals and our evaluation strategies are mapped.

Table 1. Program Objectives and Evaluation Strategies

Program Objective	Evaluation Strategy
Demonstrate that an innovative residential summer program setting increases the overall functioning of individuals with severe and multiple physical and mental challenges.	Determine the impact the summer residential program had on the cognitive, motor, self-help skills, social, emotional and communicative functioning of individuals with moderate to severe mental challenges.
Continue to document this program that addresses high rates of regression, among individuals with autism, physical and mental challenges, and other special needs students, which occurs during the summer when schooling is interrupted.-	Document the progress of individuals who participate in an intensive, innovative summer program. Document the effectiveness of the program and the specific methods that were successful in enhancing the educational outcomes of students with special needs.
Provide hands-on training to special education providers, educators, clinicians, therapists, teachers, caregivers, and parents to enhance the educational outcomes of children with developmental challenges.	Determine the impact that the hands-on training for teachers, special education providers, and trainees had on the educational outcome of students.
Provide parents with a handbook to extend classroom lessons learned to home activities and increase generalization of skills.	Review the parents' assessment of their children's educational outcomes and progress, and use of the handbook.
Provide other similar organizations with the tools to implement this program at their facilities by dissemination of this model research, seminars, and teacher training.	Prepare handbooks and assessment presentation materials for future ongoing evaluation of similar programs. Dissemination of caregiver/teacher training handbook and model curriculum modules.

Methods

Because the family and the teaching staff become the primary caregivers during and after the program, we want to look at program effectiveness as measured by progress assessment reports on students, teacher, teacher assistants, caregivers, and parents. Table 2 describes HASC's approaches to examining the various parts of the summer residential program. The questions in Table 2 address

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program implementation, quality of teaching staff and training, and delivery of the program treatment. Because the teacher assistant/counselors and the teachers are central to the effective implementation of the program, they are assessed with evaluations conducted pre and post program. HASC's evaluation method is also to gather data from the parents regarding students' behavioral change and parents' perceptions of themselves as caregivers and the quality of the program for their children. In addition to the pre and post program evaluations, HASC surveyed teacher assistants/counselors and asked them about their perceptions of student progress and their feelings about the program. The questionnaire was mailed to all counselors, including counselors for the adult program, and those for preschool and day campers. Later in the report we provide information on all surveys received, (and we did receive some from counselors in the non-school age program), but it is the teacher assistants/counselors for the school age residential population, who are the focus of our study.

Table 2. Summer Program Research Questions and Evaluation Methods		
UNITS OF ANALYSIS	**RESEARCH QUESTIONS**	**DATA COLLECTION TOOLS**
THE PROGRAM	• *How do the elements of the HASC Summer Program fit with the model of effective summer programs as found in the literature?* • *What are the challenges to implementation of a 24-hour, seven-day-a-week summer educational program?* • *Which program elements were effective in enhancing the educational outcomes of students? Which program elements were not effective in enhancing educational outcomes?* • *What are the curriculum–specific features which distinguish the HASC Summer Program and make it innovative?*	• Extant data: HASC reports & documents
TEACHERS	• *Did teachers experience any change during the HASC Summer Program experience?* • *To what extent were changes in student outcomes related to their teacher's attitudes?*	• Pre and post teacher evaluations • Mid program observations
TEACHER ASSISTANTS/ COUNSELORS	• *What are the characteristics of the primary caregivers (counselors/teacher assistants) at the HASC Summer Program?* • *To what extent does counselor performance as assistant teachers, improve? What attitudinal changes were noted?* • *To what extent are the educational career choices of the caregivers affected by their experience of the HASC Summer Program? Does the HASC summer experience influence counselor career choices or shifts in college major?* • *How does the HASC Summer Program affect communications, daily living, and social skills? What specific changes in the children's adaptive behavior occurred during the summer program?*	• Pre and post evaluations • Self report survey: Teacher Assistant/Counselor Questionnaire (TACQ)
STUDENTS	• *What are the characteristics and developmental profiles of the children who attend the HASC Summer Program?* • *How does the integration of school instruction with methodical follow-through in after-school and weekend activities in 24-hour care impact the achievement of the children in the program?* • *To what extent are changes translated to positive gain as reported by the parents?* • *To what extent were changes in student outcomes related to improved parent attitudes, reduction of stress, and parent/child interaction?*	• Teacher Assistant/Counselor Questionnaire (TACQ) : self reports of observed change • Parent Questionnaire (PQ) : self reports of observed change

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Instruments and Measures

For the 2001 summer program, HASC collected data using four instruments: (1) *Parental Questionnaire (PQ); (2) Teacher Assistant/Counselor Questionnaire (TACQ); (3) Teacher Assistant/Counselor pre- and post-evaluation; (4) Teacher pre- and post-evaluation with teacher observation.* Each is described below, and in Table 3, with samples provided in Appendix B.

(1) Parental Questionnaire (PQ). Parents completed the PQ, a questionnaire asking parents to assess their perceptions of their child's biggest gains, rate their child's progress in several dimensions of possible growth, and document stress reduction at home upon the child's return from camp.

(2) Teacher Assistant/Counselor Questionnaire (TACQ). After the camp experience, counselors are mailed the TACQ, which contains 22 questions designed to uncover counselors' perceptions of a number of summer camp experiences, including majors and career plans, their sense of students' progress, their perceptions of staff development, and their views of the program.

(3) Teacher Assistants/Counselor Pre and Post Observations (TAEO). Since teacher assistants/counselors are with students during the entire camp experience, their training and performance are key to implementing and delivering the program. HASC staff developed evaluation forms to measure pre-and post-program performance of teacher assistants/counselors on a variety of nine dimensions. The counselors who worked with the teachers and the school age children were observed twice in their role of "assistant teacher" in the classroom.

(4) Teacher Assessments. HASC administration assesses pre-and post-program performance of teachers on a variety of dimensions. Teachers are observed in the classroom and also rated on 18 criteria.

Table 3. Instruments and Measures

Instruments	Measures				
	Students Progress	Family Stress	Teacher Progress	TA Progress	The Program
(1) Parental Questionnaire (PQ).	?	?		?	?
(2) Teacher Assistant/Counselor Questionnaire (TACQ).	?				?
(3) Teacher Assistants/Counselor Pre and Post Evaluation Observations (TAEO).				?	
(4) Teacher Assessments			?		

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Table 3 provides an overview of the instruments used to document progress. The criteria used for evaluating teachers and teacher assistants/counselors is shown in Table 4.

Table 4. Criteria for Rating Teachers and Teacher Assistants/Counselors

Teachers 18 criteria	Teacher Assistants 9 criteria
Classroom environment: safe, neat, organized, aesthetically appealing	Completes after school activities (extends classroom lessons into camper's leisure hours)
Behavior management	Responds to teacher suggestions
Expression, tone, eye contact	Follows directions
Positive reinforcement: consistent, specific	Works well with teacher
Environment: structured to facilitate learning	Works well with other assistants
Interaction with students	Works well with students
Variation of interventions	Takes appropriate initiative
Management: prevent inappropriate behavior	Shows enthusiasm
Respect of students	Punctuality
Appropriate activities for age and ability	
Variation of activities: visual auditory, kinesthetic	
Modification of instruction	
Encourages student development/independence	
Organization: materials ready; reports completed in timely manner	
Supervision of teacher assistants	
Meeting data/report requirements	
Problem solving: takes initiative	
Teamwork: functions as part of professional team	

The measurement tools described above were used in different stages of the evaluation. All pre measures for teachers and teacher assistants (TAEO) took place in July. Staff observations occurred during the six weeks of camp. Post evaluations occurred near the end of the summer program in August. The TACQ counselor surveys and PQ's were mailed after the 2001 camp season with some surveys still being returned as late as spring 2002. In the next section, we present and analyze the results of the data collected.

RESULTS AND FINDINGS PART A: THE SUMMER PROGRAM MODEL

The information in this section is organized and presented using the design framework described earlier, i.e., with a focus on issues related to: (1) program implementation, and (2) progress and perceptions. We will include in our discussion the results of our analyses as they relate to one or

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more of the evaluation questions outlined in Tables 2 and 3, and the model of an effective summer program as outlined in the literature.

Program Implementation: Actual and the Model

We gathered information about program implementation from program documents and from teacher assistants/counselors and parents through questions on the TACQ and the PQ. In all cases respondents said they and/or their child would participate in the program again and they recommend it to others. The program appears to be popular with both parents and teacher assistants, and seems to meet differing needs of both groups. For parents the need is to give their child a positive experience, with a demonstrated positive change in living skills. For TA's, the need is to participate in a program that gives personal rewards and satisfaction. We will return to these needs when we report the results of these instruments in the following pages.

If we place the HASC summer residential model in the context of the model of effective components suggested in the literature review, it meets all the criteria:

1) It is designed as a systematic, proactive program, with similarities of a camp for non-disabled students but designed to champion the needs of the developmentally disabled.
2) It includes appropriate instructional and professional development activities.
3) It incorporates age appropriate leisure activities.
4) It provides abundant opportunities for social skills development.

1) A systematic, proactive program with appropriate instruction activities, designed to champion the needs of the developmentally disabled.

The comprehensive curriculum at the HASC summer program consists of a variety of experiences in cognitive, language, fine motor, gross motor, social, prevocational, and daily living skills areas. In developing the curriculum, the emphasis has been on matching the activities chosen to the needs of the children. Each student's Individual Education Plan (IEP) is the guiding document used in preparing a curriculum that meets their needs.

HASC uses an array of commercially available curriculum such as the H.E.L.P.[2] and BCP[3], along with teacher adapted curriculum modules to meet the specific needs of each child's strengths/weaknesses. The guiding principles in the implementation of the curriculum in the classrooms are the development of a desire for mastery, motivation to learn, self-esteem, self-

[2] *Howard Educational Learning Profile*, Educational Activities, Inc., Freeport, NY 11520.
[3] *Behavioral Characteristics Progression Instructional Activities*, Vort Corporation, Palo Alto, CA 94306.

efficacy, and the development of friendship as a natural part of every child's education. These principles inform both the formal special education carried out between 9:30 and 3:30 P.M. during the weekdays and the informal, educational and therapeutic follow-through programs and activities during after school hours and on the weekends.

As stated previously, the curriculum consists of modules in the areas of language arts, language/communication, motor (gross and fine), social/emotional and activities in daily living (ADL) in addition to cognitive development in areas such as math and science. Therapeutic and enrichment modules are built into the special education curriculum. Thus, the children receive (as mandated on their IEP's) occupational, physical, speech/language, hearing, and/or vision therapy in addition to counseling, health, behavioral management counseling, and even a specific toilet training program (where indicated). Also, the students receive music and dance therapy, home economics instruction, physical education, adaptive physical education, adaptive aquatics, prevocational training, arts and crafts, and horticulture and nature instruction.

HASC has developed its TEAMM (Teaching and Educating Autistic Children Through Multi-Modalities) curriculum - to address the special needs of children identified as Pervasive Developmentally Disordered, or Autism Spectrum Disordered. These students exhibit social, communication, and sensory processing disorders which affect their ability to relate to others, communicate, perceive sensory information, and learn. It is HASC's philosophy that integrating the four components listed below prepare the child to learn and provide the methodology needed for new learning to take hold and generalize, and for acquired skills to be maintained. Classroom methodologies include:

¦ **Applied behavior analysis trials.** These sessions are one to one instructional sessions necessitated by the generally poor attending, focusing, on-task and generalized learning demonstrated by these students. They use structured discrete trial training to teach the child a specific skill which must be mastered before moving on to the next skill.

¦ **Functional communication as the goal for each of the students.** With children who are severely deficient in this area, PECS (Picture Exchange Communication System) is used. Pictures, photographs, or icons are used to represent an object or an action. The child communicates what he wants by exchanging the picture of that object (or activity) for the object/activity itself. In addition, we use the TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)[4] system, which emphasizes the physical structure of the classroom and encourages the child

[4] University of North Carolina at Chapel Hill TEACCH web site: www.unc.edu/depts/teacch

to work independently. The TEACCH/picture schedule is like a child's daily planner. It presents the anticipated activities for the child in pictures in a sequential manner. The child uses the picture cues to move from one activity to the next in the designated work space of the classroom.

¦ **Sensory integration "diet" implementation.** Occupational therapists review and assess the child's sensory processing system and identify the areas which have to be modulated. They prescribe activities and train the staff in a specific "diet" of activities to be carried out through the day to help the child organize his or her sensory system and enable him or her to benefit from special education.

¦ **Small group activities for maintenance and generalization.** Maintenance and generalization of newly learned and previously learned skills and concepts are provided through small group activities in all curricular areas including ADL and socialization in class during the school day and during after-school activities.

2) Professional and Staff Development Activities

In any educational enterprise as intensive as the summer residential program run by the HASC, the role of teachers and counselors will be paramount. The attitudes and backgrounds of special education teachers and counselors, as one might well imagine, are important considerations in any educational program, and these characteristics are doubly important when it comes to the teaching and learning of the developmentally disabled.

Exploring the issue of job satisfaction among child and youth care workers, Krueger (1996) writes that satisfaction begins from an inner calling to empower disabled youth. These motivating forces are fostered, or not, by support from the organization that employs the individual. Staff development is important, obviously, because it is the organization that will nurture the inner calling of the individual staff members. Thus, the goal of staff development is to assist the program in becoming as efficient, effective, and responsive as it can be (Doelker and Lynett, 1983; Lee, 1984). Yet, staff development is often regarded as less than serious and considered by many program managers as a low administrative priority (Doelker and Lynett, 1983; Lee, 1984). Both the organizational research and educational literature provide the same message: Program management must embrace staff development as an important and necessary component of program success.

This is accomplished through three primary methods (Doelker and Lynett, 1983; Tsai, 1992). First, an underlying philosophy that addresses the central goals of the program should be established prior to the planning of a staff development session. Second, this philosophy and the program objectives need to be made available to the staff. By making this information available, the staff can recognize and accept the significance of their participation. The third method is feedback; at HASC

the feedback is expressed through pre and post evaluations conducted prior to and after staff development. Later in this report we discuss results of teacher and teacher assistant evaluations.

The teachers and their staff of counselor/mentors are the primary contact with the residential campers until the campers return to their family after their summer camp experience. From the teaching and care-giving staff, the student camper receives nurturing, as well as academic and after - school reinforcement of classroom lessons. Therefore, in the 2001 evaluation, we feel it is important to look at the performance of these providers of academic, physical, and social care-giving. A major part of program implementation is the in-service training of teacher assistants/counselors to prepare them to work effectively with the campers/students assigned to them. In addition, as needed, the camp staff psychologist meets with the teachers and therapists of specific campers following referrals from the academic program to assist with providing quality treatment to the students. A formal training program is continually conducted during the six week camp experience in which numerous in-service training sessions take place with the direct care staff. Following is a brief description of the in-service sessions, which are described in more detail in Appendix C.

- ***Behavior Management***. These sessions, led by the staff psychologist, discuss practical and proven methods of behavioral interventions aimed at increasing positive behaviors and decreasing negative behaviors in students.
- ***Sexuality and Our Campers***. The staff psychologist, educators, and social workers lead question and answer periods with the counselors to address counselor concerns regarding the physical, emotional, social, psychological, and cultural implications of sexual needs and behaviors of the child and adult campers.
- ***The Personhood of People with Mental Retardation***. The staff psychologist and consultant special educators discuss the normal emotional life of people with mental retardation. They attempt to dispel common myths about people with special needs.
- ***Involving Campers with Severe and Profound Mental Retardation***. This workshop led by the assistant head counselors and the recreation (after school program) director discuss how camp activities are and could be adapted to meet the needs of the lowest functioning campers.
- ***What are developmental disabilities?*** Led by the staff psychologist and social workers, this in-service discusses in a clinical manner, the characteristics of mental retardation, developmental disabilities, cerebral palsy, and autism.
- ***Surviving Life After Camp***. Led by the psychologists, social workers, and senior staff, this in-service, held during the final week of camp, discusses the impact of camp life on the emotional life of the counselors, and subsequent contacts with the campers and their families.

- ***Individual/Group Support Sessions with the Staff Psychologist.*** In addition to the in-service training sessions provided for all the counselors, the educational consultant, with the psychologist and social workers, meet with bunks individually on an as-needed basis, to discuss specific camper issues, inter-counselor issues, and counselor psychological issues.

3) Age appropriate leisure activities

Leisure time management is an important component of the summer program and is extended to the family through a parent handbook of non-classroom activities, organized by age. During leisure time at camp, the children are involved in constant homework, review and follow-up activities, including being "taught the joy of living," sharing, having a hobby, doing something on his or her own, creating something, and participating in self-directed group activities. HASC provides several leisure activities during camp, such as the horticulture therapy program where children are introduced to gardening. This is just one example of how the residential camp has structured leisure-learning activities outside of the classroom, and encourages children to develop hobbies. The *HASC Parent Manual* provides more examples of lessons to learn during leisure time in the chapter, "Leisure Time Management;" the excerpt below shows possible outcomes related to the leisure activity:

EXAMPLE OF LEARNING FROM A HOBBY/LEISURE ACTIVITY[5]

HOBBY/LEISURE ACTIVITY	POSSIBLE OUTCOMES
GARDENING	• increased motor skills using the hands • increased coordination • increased awareness of touching sensations • promoting teamwork among peers

The HASC philosophy is that children can learn many skills from participation in hobbies and leisure activities. Therefore, at camp, students are included in activities involving food preparation and participate in clubs for cooking and baking. During camp, drama instruction, dance, and art therapies provide additional venues of self-expression for many of the children. These activities are introduced and followed-through in the after-school and weekend programs. They are integrated with social skills development, emotional expression, and musical/rhythm activities for enhanced

[5] Dunham, Rybak, & Alter. *BRINGING THE CLASSROOM HOME: Extending Learning Activities: What Parents and Children Can Do Together to Practice New Skills, (*November 2000). The intent of the parent handbook is to assist parents in continuing the summer learning academic experience after the child returns home from camp.

development of a well-rounded, wholesome personality, and to enhance the experience of well being. HASC hopes that parents will use the examples from camp to create productive after-school and weekend leisure activities outside the classroom during the school year.

Similarly, HASC offers a pre-vocational follow-through program which emphasizes the practice of skills acquired through formal training in different settings utilizing the many naturalistic and social milieu offered by the camp. For example, the camp provides opportunities to develop clerical and maintenance skills, to work in food service and mail sorting/delivery, and to engage in activities in daily living and independence training, while campers also take part in group activities that reinforce social skills and afford practice in problem resolution.

4) Abundant opportunities for social skills development

The HASC Summer Program offers special needs children a unique opportunity to learn and apply social skills which HASC believes "are the cornerstones to effective interpersonal interactions and of utmost importance in relating to peers in an integrated setting." Mastery of basic social skills–such as learning and working with others, making and keeping friends, understanding social situations correctly, and conflict resolution–is the single most important factor in the success of mainstreaming children with special needs with their typically developing peers. In addition, as developed later in this paper, mastery of social skills reduces family stress. In the summer program environment where students are enmeshed in "carry-through" skills development throughout the day–from the classroom to after-school sports and social activities–they experience HASC's strong emphasis on comprehensive incremental training in social skills. Students are provided with an environment for appropriate practice.

Many social interchanges that occur during the summer program with area camps provide opportunities for social integration and social skills development. After camp ends for the summer, HASC encourages parents to participate with their child in similar leisure-time inclusion activities, sports, and social programs during the school year. Inclusion with parents, family, and friends in trips, sports activities, concerts, fairs, and other activities sponsored by civic organizations, churches, and synagogues provide continued opportunity for practice of the social skills learned in camp.

Summary

The HASC summer residential program has a carefully planned curriculum with extracurricular activities, and extensive teacher training. It demonstrates implementation of a model that we constructed from the literature review of summer programs for children with special needs.

- HASC uses a viable academic, instructional approach—children are given the opportunity to retain and build upon information from the school year in preparation for the next school year without loss of academic skills over the summer break. The program reflects the common goals of retaining, over the summer, the academic and social skills learned in school before the summer break. This is in fact the main purpose of the HASC summer program because HASC reports that its experience shows that the lack of services for developmentally disabled children during the summer months results in high rates of regression among the students. HASC created the camp/school summer program specifically to fill the gap in services, and maintain or increase student skills during the summer months.
- HASC provides the same opportunity of program design as a camp for non-disabled children. HASC structures the classrooms and activities so that each one is age and skill appropriate. HASC has good instructional materials and utilizes professional expertise.
- HASC ensures that campers are involved in appropriate leisure activities while at camp and hopes that afternoon and weekend activities at camp can be carried over into the home after the camp experience ends for the summer. One example is HASC's horticulture activities program where children are introduced to gardening which helps increase their motor skills, coordination, tactile awareness, and teamwork. Similarly, children are included in other leisure activities through after-school and weekend programs which feature drama, dance, and art therapies.

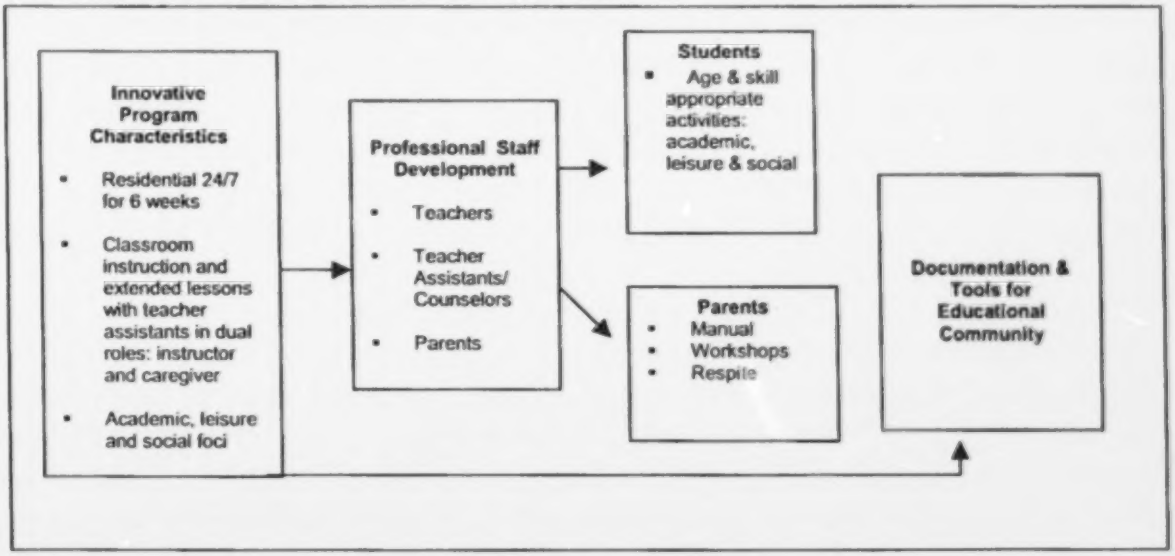
While HASC is an effective summer program, there are challenges that HASC is aware of. The following implementation issues require extensive preparation if the program is to be replicated elsewhere.

- providing immediate next-day feedback and having the capacity for constant close association between the caregivers and the teachers in a very strong ongoing collaborative effort;
- having consistent opportunity to have demonstrations in a child's living quarters and all recreational areas of how to extend classroom lessons to after school and weekend activities;
- extending teacher demonstrated positive reinforcement techniques to after hours activities;
- consulting with educational experts (other than teacher and supervisor) on how to maximize the collaborative effort;

- ensuring availability of on-campus psychologists, medical personnel, and other clinical staff for difficult cases, problem-solving training, behavior management, agencies liaison, and stress reduction for staff;
- establishing parent liaison to families regarding curricular and behavioral strategies and maintaining consistency in the child's yearlong care.

All of the above areas need to be acknowledged and planned for in the summer residential program model presented below.

Figure 1. Schematic of the HASC Summer Residential Program Model



According to reports from the teacher assistant/counselors, the close bond between caregivers and students helps students gain and retain skills. Most importantly, caregivers encourage students to be more independent and give students time and practice to learn a skill, rather than automatically assisting them. Patience and genuine caring on the part of the caregiver are necessary to effectively reinforce classroom lessons through extended activities. Of course, the effectiveness of specific program elements is as varied as the needs of the student. What might help one student may not help another. Thus, the contact with animals in the nature center helps some students, while the adaptive toy library is extremely helpful to many others. Similarly, the sensory integration room at HASC enhances the interest of children with severe motor and sensory limitations, but may not be appropriate for other students. Students have many different needs, and HASC's effectiveness is demonstrated in having programmatic elements in place to address student development in the following areas: cognitive and social skills, sensory development, speech and communication skills, gross and fine motor skills, and adaptive ADL skills, such as self-feeding, dressing, and washing.

Therefore, the key is the flexibility and adaptability of the HASC staff within the solid structure of the HASC summer program framework.

RESULTS AND FINDINGS PART B: THE SUMMER PROGRAM PARTICIPANTS

Now we turn from the program structure to the data collected about four groups of program participants: the teachers, the teacher assistants/counselors, the students, and the parents/family. Each group's participation varies in the summer program, and the distinctions among the groups need to be drawn clearly. We will review our findings, separately, as they relate to each group. We will focus our analyses around findings from the instruments we discussed earlier–specifically we will look at the progress of teachers and teacher assistants/counselors, the perceptions of TA's and parents, and parent and counselor observations of student progress. The remaining discussion of results in this subsection is organized around the literature review for each of the groups of participants and the evaluation questions that drove our investigation.

Teachers

The teachers in the HASC Summer Program have a number of roles in the program. First, they reach the students through their classroom teaching. They also guide and evaluate the teacher assistants/counselors, serving as mentors to this younger group of aspiring professionals. Thus, the teachers are potential change agents in the HASC design.

We know from the literature that providing effective feedback to teachers "is a step often overlooked by program managers" and that through feedback, constructive development of both the program and the individual can occur (Doelker and Lynett, 1983; Tsai, 1992). HASC administration developed the teacher evaluation observation instrument to provide feedback to the teacher. We use it in the study as an indicator of program effectives.

Our sample (n =17) of summer residential camp teachers was rated, pre and post by the camp's supervisory staff. Only classroom teachers of the school age population comprised our sample. Adaptive physical education teachers and interdepartmental teachers were not part of the sample as they were only rated once at the conclusion of the summer. (Their one time ratings were high at 87 and 73). The rating instrument, an 18 item Likert-type scale with scores that could range from 0 to 90, was used to record observations of the teachers' classroom management, respect for students, organizational ability, problem solving, and other teaching-related behaviors (see Appendix B for a copy of the evaluation scale). The reliability of the scale was quite good (Chronbach alpha = .90). Our primary concern was whether the teachers' performance improved while at the residential camp.

Table 5 presents the average ratings for the sample of teachers on both the pre- and post observational rating scales. The averages on both the pre- and post-tests are around the middle-range of the scale, suggesting that, in general, the teachers were rated as meeting expectations—with few receiving ratings much above that level.

Table 5. Teacher Pre-Post Program Observational Ratings

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	teachers pre	64.0294	17	10.0085	2.4274
	teachers post	73.6471	17	9.4137	2.2832

We found that the mean change in the observational ratings of the teacher's performance from pretest to posttest was roughly 9.62 scaled score points; this change was statistically significant ($t = -3.79$, $df=16$, $p<.002$). Though the sample was small, the results of the observational ratings suggest that the teachers, on average, improved in their performance during the course of the summer program. This is positive evidence for the efficacy of the HASC professional development effort.

The average rating increased from the "meets expectations" range (54 to 71) to a scale point much closer to the "exceeds expectations" range (72 to 89). Superior maximum is 90. Unfortunately, like most other educational interventions, the data collection system in place at the HASC summer residential camp precluded creating linkages between changes in teacher behaviors and attitudes with improvements in students' behaviors.

Teacher Assistants/Counselors

The teacher assistants/counselors are central to the evaluation. This group is both a recipient of the program training component, and an agent of change. It is their 24-hour care that influences the students the most. In the summer of 2001, 126 college students, from 18 to 22 years of age, worked in the HASC Summer Residential Program as counselors of school age children. Males and females were equally represented: young women (49%) and young men (51%). We gathered data on these young caregivers using two instruments the TAEO and the TACQ.

TAEO

The teacher assistants/counselor group performs a dual role—serving as teacher assistants in the classroom and counselors during non-classroom hours. In their double role as teacher and caregiver, these young adult staff members have the most direct influence on the student campers

because they are with them 24-hours-a-day for six weeks. The residential camp structure and focus on 24-hour-caregiving by trained classroom assistants provides campers with the opportunity to practice skills acquired in the camp's classroom during "after-school" hours. In this way campers benefit, according to the HASC leadership, from a "round-the-clock" educational program that coordinates the lessons learned in the classroom with thematically organized after school activities. The camp's teacher assistants/counselors—work in the classrooms along side their teacher-mentors during school time and then transition to direct care-giving when the academic portion of camp is over for the day. As a result of their constant contact and potential for influence on the campers, it is important to the HASC leadership that TA evaluations provide evidence that the TA's not only perform well early on, but improve as they work throughout the summer.

To gauge improvement in the TA's, the staff and the teachers rated TA's along a number of salient dimensions using the *Teacher Assistant Evaluation Observation (TAEO)* to observe TA performance in the classroom. Our sample (n =126) of summer residential camp assistant teachers of school age children was rated, pre and post by camp teachers. The rating instrument, an 9 item Likert-type scale with scores that could range from 0 to 45, was used to record observations of the teacher assistant's performance (see Appendix B for a copy of the evaluation scale and TAEO).

Table 6. Teacher Assistant Pre-Post Program Observational Ratings

5 point scale
5=outstanding 4=above average 3=average 2=fair 1=poor

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	teacher assistants pre	31.35	126	5.13	.46
	teacher assistants post	39.45	126	6.37	.57

The results of the observational ratings shown in Table 6 suggest that the TA's, on average, improved in their performance during the course of the summer program from "average" (total score range 27 – 35) to slightly "above average" (total score range 36 – 45). The following figures show the distribution of pre and post scores and provide additional positive evidence for the efficacy of the HASC professional development effort.

Figure 2. Distribution of TA pre scores

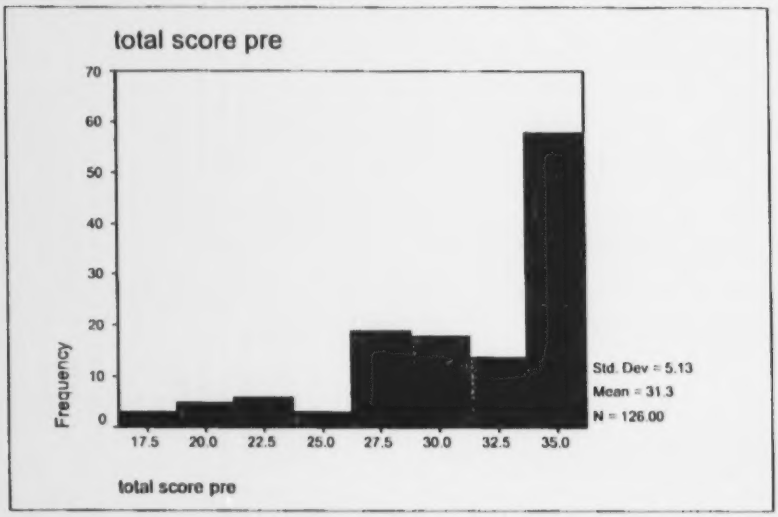
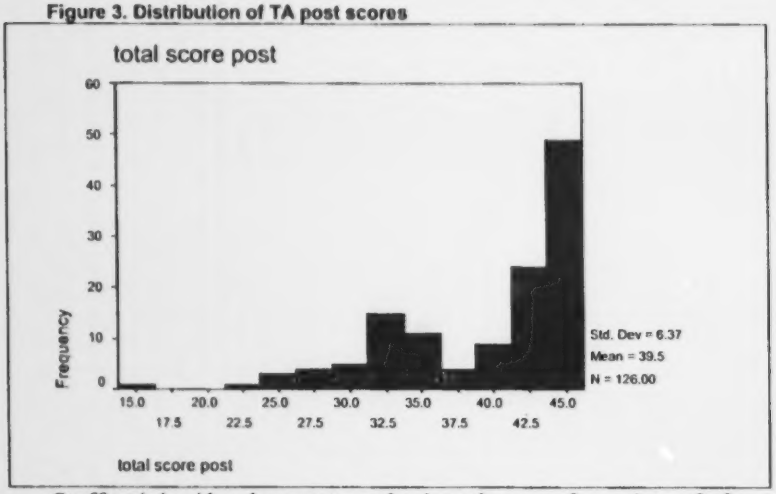


Figure 3. Distribution of TA post scores



Staff training/development emphasizes the use of a variety of after-school activities that provide instruction beyond the walls of the classroom. In-service training includes the topic of how to develop and activate these extended classroom activities once school hours have ended for the day. Thus, we wanted to take a closer look at the pre and post scores of the TA's on one criterion--completion of after school activities. HASC believes the follow-through and practice activities are key to promoting skill acquisition in the children attending the summer residential camp so it is important that the TA's master this concept and implement it. Below in Table 7, we see that the TA's

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improve over the summer in their completion of after school activities. Their scores increase from the "3" to "4" range to "4" and "5."

TA's are rated on other criteria that are important in student development–working with the teacher, working with other assistants, and working with the students.

Table 7. Increased Scores on Measures of Effective Teacher Assistant Interaction with Mentors, Peers, & Students

Interaction		Score			
		2	3	4	5
Completes after school activities	pre	7.1	52.4	38.9	.8
	post	0	31.7	24.6	42.9
Works well with teacher	pre	3.2	33.3	63.5	0
	post	.8	10.3	21.4	67.5
Works well with other assistants	pre	6.3	30.2	61.1	0
	post	1.6	9.5	27.0	61.1
Works well with students	pre	7.9	32.5	58.7	
	post	3.2	10.3	22.2	64.3

Table 7 indicates that there is significant movement from lower to higher scores in the areas of teacher assistant interaction with teachers, peers, and students.

It follows from this trend of improved performance that when we look at teacher assistant performance by the bunk the teacher assistant was assigned to in their role as counselor, the data show that in post score analysis, more bunks (28) are receiving the benefit of better performing teachers with scores of "4" and "5." In pre score analysis, a smaller number of bunks (17) had TA's with scores of "4" and "5." Thus, more students are affected by the high quality performance of their TA's over the course of the summer.

We would like to be able to link performance of the teacher assistants to student progress. While we did gather data at the classroom and bunk level for both teacher assistants and students, we are not able, with the available data, to match students and counselors. Thus, while we can show TA and student progress at the bunk level, we cannot conclusively link TA performance with individual student progress. As we said previously in the teacher section, the data collection process in place at the HASC 2001 summer residential camp precludes creating linkages between changes in TA behaviors and attitudes with improvements in student behaviors, and this is suggested as a future program evaluation recommendation.

TACQ

The 35 counselors who completed the TACQ ranged in age from 19 to 23, and were 60% female. Most (65 %) said this was their first HASC summer experience. The respondents included school age counselors (26) and the adult and other programs (9). We wanted to see if the summer experience affected their major and career plans. We look at all 35 respondents below.

Table 8. Majors and Career Plans for Summer Program Counselors 2001

Majors - In order of most frequent response	%	Career Plans *In order of most frequent response*	%
Psychology	40.0	Special Education teacher	25.7
Speech Pathology/Communication	11.4	Psychologist	11.4
Special Education	8.6	Speech Therapist	11.4
Marketing/business/banking	8.6	Law	8.6
Biology	5.7	Undecided	8.6
Neurosciences/nutrition	5.7	Marketing/Business/Banking	5.7
History/English	5.7	Social Worker	5.7
Early Childhood	2.9	Doctor/Nurse	5.7
chiropractic	2.9	Art Therapist	2.9
engineering	2.9	Dietician	2.9
undecided	2.9	Educational Administrator	2.9
No answer	2.9	Law and speech pathology	2.9

Many of the teacher assistants/counselors wanted to return to HASC because the experience was so meaningful: It was encouraging to learn, too, that 85.3% of the TA's who completed the survey recommended the experience to others; 8.8% recommended with the caveat that the job requires maturity and a large degree of selflessness; 2.9% said they could only recommend the experience if the person were especially caring and prescreened. On the basis of the frequency of responses to the open-ended questions on the survey, it appears that the six-week HASC summer program experience is viewed by this group as both rewarding and challenging, but it demands a special kind of person. In the 2000 evaluation report, when writing about the TACQ responses, Everson & Dunham said that "the overall tone and content of their responses indicate that the TA's are caring, sensitive people who were affected emotionally by working in the HASC summer program." The emotional response is just as strong for the summer of 2001. One TA, for example, told us HASC camp is "the best place in the world; every camper gives so much to every teacher." Other remarks are worthy of note:

Good for counselors and campers.

Teaches sensitivity to mankind as a whole.

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Teaches you valuable information about yourself.

Changed my life.

Most rewarding life experience.

Honored and privileged to be returning to HASC as a counselor for my 4th summer.

This is my3rd summer—it is the greatest place to work.

Breeds empathy and caring.

Teachers power of giving, an incredible experience.

An amazing place.

No greater experience—benefits everyone.

A place filled with life and being happy.

We also asked the counselors to rate the training and support they received. Regarding the training, 50% of the 26 residential counselors thought it was excellent; 31% said that nothing prepares you better than "on the job training;" 15% recommended additional training topics such as sensitivity training. Three surveys discussed issues of sensitivity and one recommended a seminar in sensitivity to new counselors "for emotional resources." Regarding support, 77% thought they received excellent support; 8% expressed that they needed more support; and 12% thought it was good but needed some additional structure.

The TACQ asked if the teacher assistants/counselors changed their career plans as a result of their experience in the HASC summer program, and it appears that HASC did have an influence. In 1999, counselors mentioned the "HASC magic" and a number of others reported that "love" describes why they continue to return to the job, summer after summer. The long-term effect was evident in the responses of respondents who said they changed their educational plans and career paths and perceptions of special children and perception of life as a result of the HASC summer program experience.

Below we summarize what the TA's reported to us in 2001 about changes in their majors, careers, and perceptions.

Table 9. Reported Impact of Program on Teacher Assistants/Counselors Special Education Major and Career Plans

Teacher Assistants/Counselors Reported in Spring 2001 that . . .	%
Special education majors before the HASC summer program experience	34%
Special education career plans before the HASC summer program experience	25%
Changed career plans as a result of the HASC summer program experience	25%
Special education career plans after the HASC summer program experience	28%
Changed their perspective	78%
Changed their views as a result of program	97%

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With respect to changes in attitude, the self-reports on the TACQ indicate that 88% of the TA's reported changes in their perceptions about developmentally disabled people as a result of the HASC summer program experience. They reported that working with the campers made a positive difference in their perceptions of special needs students.

The Students

It is the students, of course, that are the heart of the program. Everyone wants them to have a better life as a result of participating in the summer residential program. In 2001, 172 students with a range of developmental and physical disabilities participated in the summer residential school age program: 72% males and 28% females, aged five years to 20 years with variations in disabilities within an age range. Students came from New York, Maryland, Rhode Island, Connecticut, New Jersey, Pennsylvania, Ohio, Michigan, Massachusetts, Florida, Tennessee, Wisconsin, Illinois, and California. The age range of the 67 residential school age students by gender in our sample is shown below :

Table 10. Age and Gender of School Age Residential Sample

	Total by Gender	AGES													
		5	6	7	8	9	10	11	12	13	14	15	16	17	18
boys	48	1	1	5	3	8	4	3	2	4	3	1	6	3	4
girls	19	1			1	1		3	4	5	2		1		1
total	67	2	1	5	4	9	4	6	6	9	5	1	7	3	5

For our sample, we based indicators of student progress on the four areas of adaptive behavior: communication, daily living, social skills, and motor skills. Scores from assessments reported in previous evaluation reports, tell us, not unexpectedly, that the children served by the HASC programs—whether residential campers or not—are rated very low on key behavioral domains (Everson & Dunham, 2000). Therefore, we wanted to document evidence of any progress, observed by counselors and parents, in each of the domains. It is the counselor and parents who are closest to the student: the counselor is with the student 24/7 during camp acting like surrogate parent; the parent observes their child's progress after returning home from camp. Therefore, our post camp parent questionnaire asks parents to tell us if, as a result of the camp experience, they noticed progress in their children in any of the following areas: speech and communication; self feeding; dressing

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skills; washing skills, social skills, gross motor skills; and fine motor skills. We also asked them to rate their child's progress in each of these seven sub domains using a five point Likert-type scale (refer to the PQ in Appendix B for a copy of this scale).

We received 67 PQ's from parents of school age children in the residential program. Their responses represent the residential camp population: 72% male (n=48) and 28% (n=19) female. The findings in 2001 are consistent with the findings in the 2000 evaluation report: in 2001, the camp continues to enhance camper's social skills. Improved social skills is the most frequent response when parents are asked to designate the greatest gain made by their child. Speech/communication is the second most frequent observed gain, and gross motor skills is the third most frequent response. This is in line with previous results (1999) as shown in Table 11.

Table 11. Ranking of Parents' Most Frequent Responses to Child's Area of Greatest Gain

Rank	*RESIDENTIAL SCHOOL AGE CAMPERS 2001*	*PREVIOUS RESULTS 1999*
Most Frequent	Social Skills	Social Skills
↑	Speech & Communication	Speech & Communication
	Gross Motor Skills	Gross Motor Skills
	Self-Feeding Skills	Dressing Skills
	Dressing Skills	Fine Motor Skills
	Washing Skills	Self-Feeding Skill
Least Frequent	Fine Motor Skills	Washing Skills

In Figures 5, 6, 7, and 8, we further analyze student progress in social skills and speech and communication. We look at the distribution by two areas, bunk and age.

Speech and Communication

When we look at the greatest gains in speech and communication by bunk (cabin) and by age, we see that more parents of girls (59%) report gains contrasted with parents of boys (41%). In Figure 5 we can see this by bunk. Of all the bunks, male and female, Bunk 11,an all female bunk, is the bunk with the greatest percentage of gain in speech and communication. The greatest gains by age are at ages 13 and 16.

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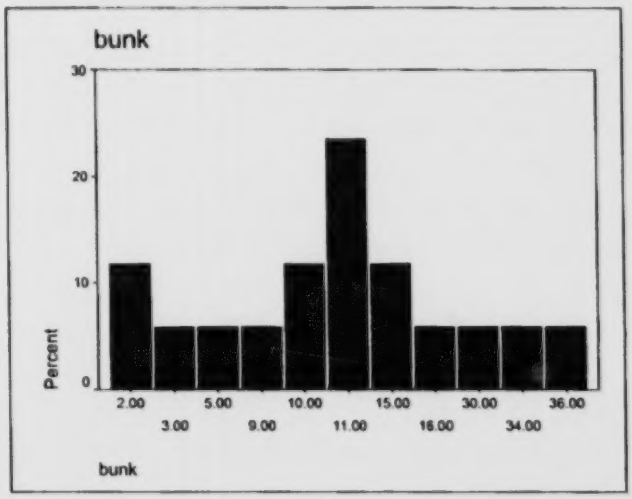
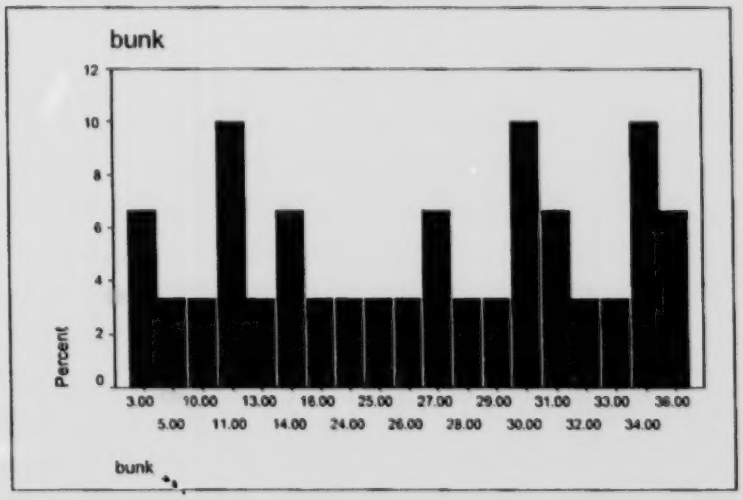
Figure 4. Speech and Communication: Greatest Gain by Bunk



Social Skills

When we look at the greatest gains in social skills by bunk (cabin) and by age, we see that more parents of boys (73%) report gains contrasted with parents of girls (27%). In Figure 6 we see three bunks, 11, 30, and 34, tie for the greatest percentage of improved social skills. Two of these three bunks are male (30 and 34). The age range of the boys in Bunk 30 is 7-16; and the age range in Bunk 34 is 16-18. age range is the bunk with the greatest percentage of gain in speech and communication. As in speech and communication, the greatest gains by age are at ages 13 and 16.

Figure 5. Social Skills: Greatest Gain by Bunk



While Table 11 illustrates the ranking of positive response to the domains by the parents, Table 12 below compares the responses of the parents to the responses of the counselors. We see converging evidence that development in social skills and speech and communication is a key outcome of the camp experience.

Table 12. Comparison of Parent and Counselor Observations of Domain of Greatest Student Gain

Domain	*Ranking by percentage of greatest gains as reported by parents (PQ) 2001 N=67*	*Ranking by percentage of greatest gains as reported by counselors (TACQ) 2001 N=35*	*Ranking by percentage of greatest gains as reported by parents (PQ 1999 N=21*	*Ranking by percentage of greatest gains as reported by counselors (TACQ) 1999 N=40*
Social Skills	43.3	34.5	57.3	25.0
Speech & Communication	25.4	21.6	28.6	18.4
Gross Motor Skills	17.9	3.4	28.6	7.7
Self-Feeding Skills	9.0	24.0	9.5	7.7
Dressing Skills	9.0	1.9	14.3	17.9
Washing Skills	6.0	0	4.8	2.6
Fine Motor Skills	1.5	1.5	14.3	7.7
Other Noted Skills	74.6	9.5	NA	37.5

Next, Table 13 compares student progress observed by parents in 2001 and 1999.

Table 13. Parents' Reports of Child's Progress in Key Developmental Areas 2001 and 1999

AREA	% Excellent Progress		% Good Progress		% Some Progress		% No Progress	
	2001 n=67	1999 n=37	2001 n=67	1999 n=37	2001 n=67	1999 n=37	2001 n=67	1999 n=37
Speech & Communication	15	17	25	22	39	50	15	11
Fine Motor Skills	9	9	21	29	37	34	25	28
Gross Motor Skills	12	17	36	26	27	37	19	20
Self-Feeding Skills	15	21	24	21	27	38	24	21
Dressing Skills	13	18	16	21	25	29	36	32
Washing Skills	10	17	18	5	24	39	40	39
Social Skills	27	30	42	38	16	19	8	13

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The 67 survey responses from parents of school age residential students in 2001 provide another way to look at the evidence that parents of the children attending the summer camp believe their child made progress on key social and behavior skills. When we compare 1999 to 2001 we must remember that only 37 parents responded in 1999, a little more than half of the 67 parents who responded in 2001. Thus we can expect to see the percentage drop slightly in 2001 as a result of the larger *n*. Nevertheless, the trend seems to be similar in both years– that most progress occurs in the domains of speech and communication and socialization. Looking specifically at social skills, for example, we see in 2001 that 83% of the parent respondents indicated that their child made progress while at the summer camp (*some progress*, 16%, *good progress* 42%, *excellent progress* 25%).

Together with the evidence of student progress as noted by counselors, the cumulative indication—from both parents and counselors—is that the summer residential program is contributing to positive and demonstrable change in key daily living and social development areas for children attending the residential summer program.

The Parents, Family, and Stress

The parents and siblings of developmentally disabled children tend to experience enormous psychological and physical demands, often leading to stress and fatigue. Smith and Stollar (1997) have written extensively on how families react and cope with a developmentally disabled child. They have provided rich descriptions of what families go through as they adapt to the needs of these special children. The literature emphasizes the framework of the family as a key factor in the success of programmatic interventions – parental stress, coping behavior and problem-solving are but some of the variables that require attention.

After the student returns home from camp, home stress may be relieved for several reasons. The program provides parents with a six-week respite from the daily stress and strain of caring for their disabled children. Their child, it is hoped, will return home more relaxed and happy, thus further reducing stress at home. In addition, parents receive training in coping strategies and curricular activities so that quality learning time can be spent with their child when they return home. When we look at the HASC summer program in the context of reducing family stress, we look at the parents' perceived effect of the returning camper on four family relationships: (1) the camper and siblings; (2) the parent and spouse; (3) the parent and camper; and (4) the parent and the camper's siblings. Specifically we are interested in the reduction of family stress, by gender and age of the child camper. We asked the parents on the PQ if having their child participate in the program reduced stress in any of these family relationships. Following are the results by gender and by age.

(1) ***Stress Reduction between Camper and Sibling(s).*** Total parent affirmative responses (70%) indicate that their child's residential camp experience has a positive effect on the reduction of stress between the camper and other children in the family. Parents of boys (71%) and parents of girls (68%) report there was reduction in stress between the camper and their siblings. When we compare the effects of age, by gender, for the comparable gender group, the 10 to 14 year olds, we see that 10, 11 and 12 year old boys and 11 and 13 year old girls provide the most stress reduction between camper and siblings.

Table 14. Comparison of Age and Gender: Stress Reduction between Camper and Siblings (10 to 14-Year-Olds)

Age	Boys Percent N=16	Girls Percent N=14
10	100	N/A
11	100	100
12	100	50
13	50	100
14	67	0
Total	81	71

(2) ***Stress Reduction between Parent and Spouse.*** The affirmative responses (83%) overwhelmingly suggest that the camp has a positive effect on the reduction of spousal stress for parents of both genders. Parents of boys (81%) and parents of girls (89%) report there was reduction in stress between parent and spouse. When we compare the effects of age, by gender, for the comparable gender groups, the 10 to 14 year olds, we see that 10, 11, 12 and 14 year old boys and 11, 12, 13 year old girls contribute the most stress reduction between parent and spouse.

Table 15. Comparison of Age and Gender: Stress Reduction between Parent and Spouse (10 to 14-Year-Olds)

Age	Boys Percent N=16	Girls Percent N=14
10	100	N/A
11	100	100
12	100	100
13	75	100
14	100	50
Total	94	93

(3) ***Stress Reduction between Camper and the Parent.*** We asked the parents on the PQ if having their child participate in the program reduced stress between them and their child. The affirmative responses (86%) overwhelmingly suggest that the camp has a positive effect on the reduction of stress between the camper and their parent. Parents of boys (88%) and parents of girls (79%) report there was reduction in stress between child and parent. When we compare the effects of age, by gender, for the comparable gender groups, the 10 to 14 year olds, we see that 11, 12, and 13 year old boys and 11 and 13 year old girls are most influential in reducing stress between camper and parent.

Table 16. Comparison of Age and Gender: Stress Reduction between Camper and Parent (10 to 14-Year-Olds)

Age	Boys Percent N=16	Girls Percent N=14
10	75	N/A
11	100	100
12	100	75
13	100	100
14	67	50
Total	88	86

(4) ***Stress Reduction Parent & Siblings.*** Finally we look at the parents reported reduction of stress between themselves and other children in the family and find that 68% of the parents responded in the affirmative. More parents of girls (74%) report that there was reduction of stress between parent and other children compared to parents of boys (65%). When we compare the effects of age, by gender, for the comparable gender groups, the 10 to 14 year olds, we see that 10, 11, 12 year old boys and 12 and 13 year old girls have the most effect in reducing stress between parent and siblings.

Table 17. Comparison of Age and Gender: Stress Reduction between Parent and Siblings (10 to 14-Year-Olds)

Age	Boys Percent N=16	Girls Percent N=14
10	100	N/A
11	100	67
12	100	100
13	75	100
14	67	0
Total	88	79

Age of Child and Stress Reduction. The previous tables 14 through 17 indicate that the age of the child appears to have an effect in the perception of family stress reduction in each of the four family relationships. The ages that have the most pronounced effect suggest that in the already stressful adolescent years, the camp experience can enhance the family experience by helping to reduce stress among family members after the camper returns home from camp. These findings should be explored further.

Summary

Our survey of parents of students who attended the HASC summer residential camp is an effort to learn a number of things: (1) was the program helpful in reducing their stress; (2) did they perceive that their child progressed as a result of attending the summer camp; (3) would they recommend the HASC summer program to other parents of developmentally disabled children. A summary of the all the responses of the parents' perspectives regarding stress are in Table 18.

Table 18. Parents' Reports of Stress Reduction at Home Following the Camp Experience

Area of stress	*% YES Reduced Stress*	*% No Did not reduce Stress*	*% No answer not applicable in respondent's situation*	*% No answer did not respond to question*
Between Parent & Spouse	79.1	4.7	7.0	9.3
Between parent & children who experience camp	82.62	4.7	3.5	9.3
Between Sibling & child who attended camp experience	67.4	9.3	11.6	11.6
Between parent & other children in the family	67.4	7.0	10.5	15.1
Recommend program	96.5	0	0	3.5

We know from the literature that social-emotional needs are often similar for parents, family members, and the child (Smith and Stollar, 1997). Families, it is reported, often feel a lack of acceptance by neighbors, friends, and co-workers. Thus, one of the more important influences on parental stress is the availability of social support from friends and family members, and support

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services for childcare. According to Floyd and Gallagher (1997), successful adaptation lies in the ability to access appropriate support services that both help families cope with the child's needs and also reduce disability-related problems for the child and family (Singer, Irvin, Irvine, Hawkins, Hegreness, and Jackson, 1993). Additionally, overall stress and parent-family problems seem to be reduced by the size of the family's support system and the number of family friends. Social support is an important factor influencing the manifestation of psychological distress. The HASC Summer Program appears to provide an appropriate support service.

Recommend Program for Others. The final question on the PQ asks the parents if they would recommend the program. Of the 71 parents who reported having a child who attended the summer residential school age camp, 96% (n =68) answered the question asking if they would recommend the program to others. Those who did answer were unanimous in their recommendation of the summer program. In addition, write-in comments on the questionnaire provided evidence that all parents are very enthusiastic about the camp program. All parents said the residential summer program provided a needed respite for them and their families.

CONCLUSIONS AND RECOMMENDATIONS

In presenting our data and recommendations, it is important to state clearly the limits of our conclusions. It is difficult to generalize the findings from our small samples of observational and response data. Because the data are self reports from parents and counselors, limitations of self-reports are applicable.

In sum, the HASC Summer Program, as it is currently structured and implemented, responds successfully to the four criteria of a model of a successful summer program suggested by current literature (see complete literature review in Appendix A). Such a model of a summer residential program for disabled students is structured around a carefully planned curriculum with extracurricular activities and extensive teacher training. Based on our observations and the records and data we reviewed, it is clear that the summer program was implemented close to plan, and the plan coincides with the model of an effective summer program, which is constructed with four components:

- a viable academic, instructional approach so that children are given the opportunity to retain and build upon information from the school year in preparation for the next school year without loss of academic skills over the summer break;
- professional expertise to provide the same opportunity of program design as a camp for non-disabled children with age and skill appropriate classroom structures and instructional materials;
- camper involvement in appropriate leisure activities while at camp; and
- planned activities and time for social skills development.

In our view, the HASC summer program exemplifies this model of an effective summer program. Although we recommend additional data collection in the future, data on hand for the summer of 2001 provides evidence that the experience is efficacious not only for the students, but also for the parents and the professional staff of teachers, teacher assistants/counselors who provide the guidance and care for these special children. There remains a need for improved assessment tools, measures and documentation of student learning and achievement, as well as the need to link the performance of the students to data collected from parents and teachers. Future evaluation research needs to be continued to be used more formatively—helping the program's staff modify and improve practice for future participants. No doubt, as each year's program occurs, more and better data will be needed to validate these important preliminary findings. With more rigorous data, a powerful statement for replicating the program and disseminating information about it to the broader educational community will be facilitated.

The program is, and remains, a twenty-four-hour-a-day, seven-day-a-week summer program that is effective in helping to nurture and develop students' skills in a range of areas. Based on reports from parents, teachers, and TA's, many of the children who attend the HASC Summer Program retain and even improve their skills in the areas focused on at camp: communication, daily living skills, and social development. The most frequent observed gains are in social skills development, followed by improvement in speech and communication skills. In addition, the summer program apparently helps parents by providing them with several benefits: (1) a needed respite, (2) stress reduction, and (3) new strategies for reinforcing classroom lessons.

The summer program also helps the teachers and their college-age teacher assistants. Both groups show individual gains in criterion based evaluations. Many teacher assistants/counselors report that the summer care-giving work provides a positive "life-changing" experience. Counselors report that the experience directed them towards the helping professions as well as special education,

and most of these young adult counselors recommend that other college-age students participate to gain a broadened perspective and appreciation of life and special needs children. Continued use of observational methods and feedback processes will be useful not only for teachers and counselors but also for administrators and instructional designers as they work toward developing and enhancing future iterations of the program.

In our view, the summer program is meeting its goals. The summer experience appears to be efficacious not only for the students, but also for the parents and the professional staff of teachers, teacher assistants/counselors who provide the guidance and care for these special children. Additional quantitative and qualitative measures narrowly focused will be welcome in evaluating overall program effectiveness. Methods, such as case studies, interviews, focus group, as well as formal normative data would provide a broader array of supporting evidence of implementation effectiveness and participant progress. Pugach (2001) suggests "telling disciplined stories based on qualitative methods of research."[6] In addition, there is a need to link the performance of the students to data collected from parents and teachers. In the future, evaluation research ought to be used more formatively—helping the program's staff modify and improve practice for future participants. More rigorous data and program documentation will be of further help as the HASC leadership works to disseminate the program to the broader educational community.

The previous summer program evaluation report in 2000, stated that "the community of parents, professional staff, teachers and counselors at HASC are, indeed, a remarkable village." (Everson & Dunham, 2000) As apparent from the write-in responses on the 2001 teacher/assistant and parent questionnaires, HASC continues to be a "remarkable village" that provides needed and welcomed services for a very special population of learners.

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[6] Marleen C. Pugach, (2001).*The Stories We Choose to Tell: Fulfilling the Promise of Qualitative Research for Special Education.*

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APPENDICES

APPENDIX A LITERATURE REVIEW

APPENDIX B EVALUATION INSTRUMENTS

APPENDIX C STAFF DEVELOPMENT TOPICS

APPENDIX A

LITERATURE REVIEW

LITERATURE REVIEW

From the HASC Summer Program Evaluation, November 2000

To no one's surprise the literature related to students with developmental disabilities is extensive, and not easily summarized. To manage the review and provide the program with context, we organized the literature along a number of dimensions, i.e., the role and needs of parents and families, the professional development of teachers and counselors, and program structure and design. With attention to these aspects of education and treatment in mind, our goal was to review the literature with an eye to identifying research that would better inform program design and operations.

The Family

We begin our review by examining the effects of having a child with a disability on the family. The parents and siblings of developmentally disabled children tend to experience enormous psychological and physical demands, often leading to stress and fatigue. Smith and Stollar (1997) have written extensively on how families react and cope with a developmentally disabled child. They have provided rich descriptions of what families go through as they adapt to the needs of these special children, and they document the ways in which mental health professionals can help families develop the capacity to deal with this challenge and avail themselves of assistance and resources. Their work tells us that parents often use their own peers (i.e. other family members or friends) as a frame of reference for understanding a child's disability. Often this is problematic because peers' frames of reference differ and, as a consequence, the advice they offer may be unhelpful and irrelevant. It is often the case, surprisingly, that others with disabled children are of little help, since informational needs and coping strategies are often unique to a particular family. Smith and Stollar suggest that parents turn to peers for guidance primarily because there is a lack of useful published materials to draw on and consult. Failing that, professional help is often sought through the school, or in the case of 330 parents surveyed by Suelzle and Keenan (1981), the recommendations of family doctors were used in educational decision-making.

The social-emotional needs are often similar for parents, family members, and the child (Smith and Stollar, 1997). Families, it is reported, often feel a lack of acceptance by neighbors, friends, and co-workers. Thus, one of the more important influences on parental stress is the availability of social

support from friends and family members, and support services for childcare. According to Floyd and Gallagher (1997), successful adaptation lies in the ability to access appropriate support services that both help families cope with the child's needs and also reduce disability-related problems for the child and family (Singer, Irvin, Irvine, Hawkins, Hegreness, and Jackson, 1993). Additionally, overall stress and parent-family problems seem to be reduced by the size of the family's support system and the number of family friends. Social support is an important factor influencing the manifestation of psychological distress.

According to Smith and Stollar (1997), the literature is less clear on the impact on the marital relationships. Apparently, the stress of having and caring for a disabled child brings added stress for many couples, and may suggest higher divorce rates. On the other hand, a disabled child, many couples believe, brings strength and added purpose to a marriage. According to Smith and Stollar (1997), a critical variable is the amount of stress in the family prior to the birth of the disabled child. If the marriage is under a great deal of stress prior to the child's birth, then the added stress of the disabled child often exacerbates the situation.

Dyson (1997) offers a more positive view, suggesting that as the parents of children with developmental disabilities create a more positive family relationship, the tendency to experience feelings of psychological distress related to parenting demands decreases. Families that believe their lives have been enriched by the presence of a special child tend to be less distressed (Kwai-sang Yau and Li-Tsang, 1999). Furthermore, it was also found that parents who generate better solutions to realistic child related problems adjust more successfully (Kwai-sang Yau and Li-Tsang, 1999). This body of research suggests that parents who are relatively well adjusted, who create a positive family atmosphere, and who foster positive attitudes toward the child are, in general, better able to cope with the demands of caring for a special child.

Hodapp, Fidler, and Smith (1998) claim that one of the best predictors of family and parent stress is the child's degree of impairment as measured by the *Vineland Adaptive Behavior Scale* (American Guidance Services, 1984), in particular, the score attained on the socialization domain. Moreover, the single best predictor of parental pessimism is the child's degree of maladaptive behavior. The greater the impairment and behavioral problems of the child, the more likely it is that care demands would be appraised as stressful. Thus, the characteristics of the affected child appear to be related to family stress.

What we find in the literature on families is not surprising. Many of the same variables are seen as facilitative. Scorgie, Wilgosh, and McDonald (1998), for example, summarized the literature and concluded that: (1) family characteristics (e.g. SES, cohesion, problem-solving skill, creativity, roles

and responsibilities, and composition); (2) parental dynamics (e.g. quality of marriage, locus of control, and time/schedule concerns); and (3) the characteristics of the child (e.g. the nature of the disability, their age, gender, and temperament, etc.) are all important. This framework will be useful for judging the efficacy of the HASC summer program as it attempts to address family issues.

Teachers and Counselors

In any educational enterprise as intensive as the summer residential program run by the HASC, the role of teachers and counselors will be paramount. Thus, it is not altogether surprising that the literature in this area tells us that summer programs for the developmentally disabled have different philosophical and staffing patterns, as well as varying organizational traits (Harrington and Honda, 1986). These differences bring with them differing expectations regarding staff development, employee satisfaction, and retention (see Hamilton and Fenzel, 1988 for an example of these differences). Research is emerging that suggests that teacher and counselor satisfaction does not play as large a role in staff retention as once believed; rather, salary issues and personal reasons appear to contribute more to turnover rates for camp staff (Osborne and Williams, 1982). If this is indeed the case, then we can ask why the issue of staff satisfaction is important in understanding retention. The answer is straightforward. Staffs that are stable, competent, and highly motivated are more satisfied. Staff satisfaction is directly related to the quality of care the program participants receive—more so than, for example, the number of employees or the square footage of living space per resident (Buckhalt, Marchetti, and Bearden, 1990).

Exploring the issue of job satisfaction among child and youth care workers, Krueger (1996) writes that satisfaction begins from an inner calling to empower disabled youth. These motivating forces are fostered, or not, by support from the organization that employs the individual. Staff development is important, obviously, because it is the organization that will nurture the inner calling of the individual staff members. Thus, the goal of staff development is to assist the program in becoming as efficient, effective, and responsive as it can be (Doelker and Lynett, 1983; Lee, 1984). Yet, staff development is often regarded as less than serious and considered by many program managers as a low administrative priority (Doelker and Lynett, 1983; Lee, 1984). Both the organizational research and educational literature provide the same message: Program management must embrace staff development as an important and necessary component of program success.

This is accomplished through three primary methods (Doelker and Lynett, 1983; Tsai, 1992). First, an underlying philosophy that addresses the central goals of the program should be established prior to the planning of a staff development session. Second, this philosophy and the program

objectives need to be made available to the staff. By making this information available, the staff can recognize and accept the significance of their participation. And finally, by giving effective feedback to the staff, development that is constructive—both to the program and the individual—can occur. Unfortunately, providing effective feedback is a step often overlooked by program managers. Later in this report we discuss the role of staff development at HASC.

Summer Residential Programs

As we noted earlier, there is a good deal of research that examines the impact developmentally disabled children have on their families. The literature on teacher attitudes toward mainstreaming disabled students is also growing. The same cannot be said, unfortunately, for the body of research on the efficacy of summer residential programs designed for developmentally disabled children. Despite continued calls for more research in this area (Compton, 1984; Griffin, 1981), we find the literature to be quite sparse, incomplete, and less than informative. Given this lack of research, it is not surprising that we did not find recent documentation of summer programs with goals and activities similar to the HASC residential summer program. Nevertheless, we did find studies that identified programmatic gaps and that suggested intervention models to fill those gaps (see, for example, Branan, Arick, and Fullerton, 1997; Cassidy, 1982). Clearly, if the educational community wants to replicate or create effective summer programs for developmentally disabled children, more and better documentation of what works and what does not is needed.

For purposes of this report, i.e., placing the HASC summer residential model in context, the literature suggests that the field implement change models that:

- include systematic designs, moving away from "trial and error" approaches;
- ensure design elements are modeled along the lines of camps for non-disabled students;
- incorporate appropriate instructional and professional development activities;
- incorporate age appropriate leisure activities; and
- provide abundant opportunities for social skills development.

Less trial and error. Historically, the literature has focused on a description of camp activities and the impact of various camping programs on self-concept and self-acceptance. Of these studies, some have indicated that the dearth in information could be attributed to the lack of social acceptance of disabled individuals (Cassidy, 1982; Dattilo, 1987) and the so-called use of "trial and error" methods of providing a summer camp experience (Compton, 1984). In demonstrating an example of the social acceptance of disabled students, one only has to look at the semantics of special education programs. By the use of the word "camp" an opportunity of relief is presented to the disabled student

that, if conducted in a school setting, would be referred to as a "clinical intervention" and subjected to prejudice by peers and others. More proactive, assertive programs designed to champion the needs of the developmentally disabled are needed.

Attention to design. The literature indicates that summer camp is a viable approach for meeting the learning needs of both disabled and non-disabled children (Brannan, Arick, and Fullerton, 1997; Cassidy, 1982). Through the presentation of instructional material over the summer camp experience, children are given the opportunity to retain and build upon the information from the school year in preparation for the next school year (Wert and Reitz, 1978). Consequently, those children are often subsequently placed in a higher academic level when compared to those not participating in summer programs. This is especially important for disabled students, since many need additional instructional opportunities and are often at a risk when the new school year begins (Dattilo, 1987; Wert and Reitz, 1978).

Thus, the literature suggests that instruction be sequenced carefully and based on the same developmental skills associated with non-disabled children. Because of attentional deficits, it has been suggested that instructional time be considered, and that the learning environments, themselves, allow self-motivating and multi-sensory activities. Instruction should be individualized and based on the ability of the student—with frequent one-on-one instructional opportunities. Finally, the instructional designs ought to encompass natural, real life tasks that will allow the disabled student to apply the instructional activity to the "real world" (Cassidy, 1982).

Consistency of program implementation. A number of authors have concluded that a summer camp experience is equally important for both disabled and non-disabled children (Brannan, Arick, and Fullerton, 1997; Cassidy, 1982). Yet, it is apparent from the literature that disabled children are not provided with programs that have strong, consistent instructional design elements. Often, the activities in a setting for the disabled are not age appropriate and do not reflect the common goal of summer education—to help retain academic and social skills learned in school across the summer break (Dattilo, 1987; Wert and Reitz, 1978). The literature suggests that this lack of age appropriate instruction is due to poor instructional materials and inadequate professional expertise and (or) professional development (Cassidy, 1982; Dattilo, 1987). Dattilo (1987) emphasizes this point by reporting that 68% of surveyed agencies reported that they did not provide skill training for the disabled because they lacked appropriate instructional materials and professional expertise.

Age appropriate activities. The finding that disabled persons have not been properly prepared for participation in age appropriate recreational activities does not come as a shock, given Dattilo's (1987) findings. It is also obvious that inappropriate recreational activities would be counter-

productive, and could result in the regression of academic and social development of a disabled child. Similarly, summer camp programs that provide leisure activities have also been examined (Brannan, et al., 1997; Cassidy, 1982; Compton, 1984; Dattilo, 1987). While disabled populations hold the same leisure interests as non-disabled populations, disabled populations are often not allowed to participate in these activities because of the attitudes of non-disabled persons (Cassidy, 1982; Dattilo, 1987). These negative attitudes likely stem from the lack of social behavior skills of many disabled children, especially in the mentally disabled populations.

Thus, placing the developmentally disabled child in a leisure activity for the first time must be done with care. Similarly, children need to have the freedom to choose the recreational and leisure activities in which they would like to participate (Dattilo, 1987). Unfortunately, this is rarely the case (Datillo,1987). The consequence is that recreational and leisure activities often provide few opportunities for social facilitation, and may prevent the child from actively participating in future activities. Because of this finding, research has attempted to identify important aspects of a summer camp program for disabled children (Cassidy, 1982).

Opportunities for social skills development. Many investigators have looked into the development of social skills, such as teamwork, in disabled children and have indicated that improper development is partially due to incomplete descriptors of the program (Dattilo, 1987). Dattilo, for example, proposed that carefully planned recreational programs could foster the development of productive social skills. According to Dattilo (1987) and Brannan, et al. (1997), these skills include an increase in leisure time skills, social interaction skills, self-esteem, self-confidence, motivation, initiative, and independence. We should note, however, that little research has been conducted to examine this proposal. The importance of examining the proposal is grounded in the fact that young disabled children tend to take part in passive and solitary activities that are family orientated and face a social dilemma when placed outside of the family space (Dattilo, 1987).

Summary

The literature focused on three major aspects of the educational initiatives for developmentally disabled children—the role of the family, the quality of the teaching and counseling staff, and the programmatic and structural elements of summer residential programs. The literature emphasizes the framework of the family as a key factor in the success of programmatic interventions—parental stress, coping behavior and problem-solving are but some of the variables that require attention. The attitudes and backgrounds of special education teachers and counselors, as one might well imagine, are important considerations in any educational program, and these characteristics are doubly

important when it comes to the teaching and learning of the developmentally disabled. And finally, we reviewed the literature on programmatic characteristics and structures and identified facets that require thoughtful reflection and attention—instructional design, professional development, age appropriate activities, and the need to provide students with opportunities to develop their social skills were highlighted.

APPENDIX B

EVALUATION INSTRUMENTS

(1) Parental Questionnaire (PQ)

(2) Teacher Assistant/Counselor Questionnaire (TACQ)

(3) Teacher Assistants/Counselor Pre and Post Observations (TAEO)

(4) Teacher Assessments

PARENT QUESTIONNAIRE

Child's Name (please print)_____ Birthdate_____

In which area do you feel your son/daughter made the greatest gains as a result of his/her camp experience? Please circle one of the following categories:

speech & communication	gross motor skills	fine motor skills	social skills	self-feeding	dressing skills	washing skills

Please write what specific progress you noted in your child:

_____

_____

_____

Please indicate with a checkmark √ the amount of progress for each of the areas:

AREAS	excellent progress	good progress	some progress	no progress	regressed
speech & communication					
fine motor skills					
gross motor skills					
social skills					
self-feeding skills					
dressing skills					
washing skills					
other: specify					

Please circle either yes or no to the following questions:

Did your child's camp experience help you in reducing your stress level at home?

Between my spouse and myself?	Yes	No
Between my child and myself?	Yes	No
Between my child and other siblings?	Yes	No
Between myself and other siblings?	Yes	No

Would you recommend the HASC summer program to other parents with similar needs?

Yes No

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.
Please mail it back as soon as possible.

BEST COPY AVAILABLE

COUNSELOR QUESTIONNAIRE Date _____

Age _____ Date of Birth_____

Male _____ Female _____

Assigned to school-age _____ YAP_____

1. How many summers were you a counselor at Camp HASC? _____
2. What other working experience have you had in Camp HASC? _____
3. What working experience have you had in other camps? _____
4. Before Camp HASC, did you consider a major in special education or related field? _____
   Yes No
5. Did you change your major as a result of the Camp HASC experience? _____
6. What is your major?_____
7. Before Camp HASC, did you consider a career in special education or related field?
   Yes No
8. Did your career plans change as a result of the Camp HASC experience?
   Yes No
9. What are your career plans? _____
10. What is it that led you to come back to HASC and pursue another summer? _____

    _____
11. Did you change your perception of people/children with special needs from the beginning of camp to the end?
12. What were your two most positive experiences?

    _____

    _____
13. What were your two most negative experiences?

    _____

    _____

14. Give an example of student improvement that you saw (based on the 24/7 round the clock care (e.g. feeding, dressing, social).

15. How do you describe your job as a counselor?

16. Do you feel that your experience at HASC has changed you or your views in other ways? Why?

17. How would you describe your role as a counselor to someone who is thinking of working as a counselor at HASC?

18. Did you receive good training to perform your job as a counselor?

19. How do you feel about your personal training experience?

20. How do you feel about support you received in camp (from teachers, supervisors, etc.)?

21. Would you recommend working at HASC to other people and why?

22. Additional Comments (optional):

HASC SUMMER PROGRAM

OLD ROUTE 17
PARKSVILLE, NY 12768
(845) 292-6821

TEACHER ASSISTANT EVALUATION

Teacher Assistant _____ Class _____

Please rate the teacher assistant's performance in your academic program by checking the appropriate box.

	POOR	FAIR	AVERAGE	ABOVE AVERAGE	OUTSTANDING
FOLLOWS DIRECTIONS					
RESPONDS TO TEACHER SUGGESTIONS					
COMPLETES AFTERSCHOOL ACTIVITIES					
WORKS WELL WITH STUDENTS					
WORKS WELL WITH TEACHER					
WORKS WELL WITH OTHER ASSISTANTS					
TAKES APPROPRIATE INITIATIVE					
SHOWS ENTHUSIASM					
PUNCTUALITY					

COMMENTS (Including Overall Attitude):

_____ _____
Teacher *Date*

Teacher Assessment

HASC Summer Program

Old Route 17
Parksville, NY
914-292-6821

Teacher:

Date:

Observer:

Brief Description of Activity Observed:

See Attached

Comments/Suggestions:

Teacher _____ **Date** _____

Supervisor _____ **Date** _____

Please Note Rating on Page 2

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Superior
Provides safe, neat, organized, and aesthetically appealing classroom		✓			
Uses appropriate behavior management techniques			✓		
Uses appropriate and effective facial expression, gestures, eye contact, and tone			✓		
Uses postive reinforcement which is specific, consistent, and effective			✓		
Structures classroom environment to facilitate learning			✓		
Interacts positively with students				✓	
Uses a variety of intervention techniques			✓		
Uses environment and manages situations to prevent inappropriate behavior				✓	
Treats students with respect and encourages respect				✓	
Activities are appropriate for age and ability levels of students and address IEP goals			✓		
Varies activities to involve visual, auditory, and kinesthetic means of learning				✓	
Identifies and makes appropriate modifications of instructional strategies			✓		
Encourages the development of student independence				✓	
Is organized (has materials ready, completes reports, etc. in timely manner, etc.)				✓	
Effectively supervises and makes appropriate use of paraprofessionals			✓		
Keeps accurate data and completes necessary reports in a timely fashion		✓			
Shows appropriate intitiative in solving problems; requests assistance when appropriate			✓		
Functions as a full member of the Professional Team			✓		

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APPENDIX C

STAFF DEVELOPMENT TOPICS

¦ **In-service training.** ***Behavior Management.*** These sessions, led by the staff psychologist, discussed practical and proven methods of behavioral interventions aimed at increasing positive behaviors and decreasing negative behaviors in students. Topics included: defining interventions such as positive reinforcement, token economies, reinforcement of competing behavior, and modeling; describing differences between "discipline" and "punishment;" and "rewards" and "bribes;" and discussing the feasibility and necessity of certain counselor demands, appropriate use and timing of behavioral interventions, and when behavioral interventions may be inappropriate.

¦ **In-service training:** ***Sexuality and Our Campers.*** The staff psychologist, educators, and social workers led question and answer periods with the counselors to address counselor concerns regarding the physical, emotional, social, psychological, and cultural implications of sexual needs and behaviors of the child and adult campers. Topics included camper/camper relationships, responding to flirtatious campers, the appropriateness or inappropriateness of camper/counselor contacts (e.g. hugging hello, etc.), masturbation, homosexuality, and counselors meeting custodial needs of campers with a different gender (e.g., female staff taking care of young boy campers).

¦ **In-service training:** ***The Personhood of People with Mental Retardation.*** The staff psychologist and consultant special educators discussed the normal emotional life of people with mental retardation. They attempted to dispel common myths about people with special needs, (e.g. people with Down syndrome are "always happy" or "people with emotional disturbances are by definition dangerous," etc.). The staff trainers also used exercises and multi-media presentations in an attempt to have counselors understand, in some way, what it feels like to live in our world with a developmental disability.

¦ **In-service training:** ***Involving Campers with Severe and Profound Mental Retardation.*** This workshop led by the assistant head counselors and the recreation director discussed how camp activities are and could be adapted to meet the needs of the lowest functioning campers. The leaders used counselor involvement to identify activities apparently inappropriate for the most severely involved campers, and then had those same counselors (with prompts and assistance of professional staff) devise strategies of inclusion for the very campers they initially believed were inappropriate for the activities in question.

¦ **In-service training:** ***What is Mental Retardation?*** Led by the staff psychologist and social workers, this in-service discussed in a clinical manner, the characteristics of mental retardation, developmental disabilities, cerebral palsy, and autism. The discussion gave counselors the opportunity to ask about some of the more rare conditions affecting some of the campers such as Canavan Disease, MLA, Gaucher Disease, Familial Dysautonomia, etc.

¦ **In-service training:** ***Surviving Life After Camp.*** Led by the psychologists, social workers, and senior staff, this in-service, held during the final week of camp, used personal anecdotes and reminiscences of the previous six weeks to discuss the impact of camp life on the emotional life of the counselors both during and after camp with an emphasis on sharing the HASC experience with people that may not understand the population, demands of the job, or feelings associated with it. The group also discussed ways to keep helping the camper and their families throughout the year via social contact, recreational activities, and providing respite for the families.

¦ **In-service training:** ***Individual/Group Support Sessions with the Staff Psychologist.*** In addition to the in-service training sessions provided for all the counselors, the educational consultant, with the psychologist and social workers, met with bunks individually on an as-needed basis, to discuss specific camper issues, inter-counselor issues, and counselor psychological issues. At these meetings, sometimes held with a group as a whole and other times with individual counselors, the psychologist discussed such issues as a camper who acted out by hitting his counselor, camper feeding issues, camper sleeping issues, bed wetting, camper over-reliance on staff, co-counselor difficulties, counselor/teacher difficulties, counselor/therapist difficulties, counselor burnout, campers refusing to engage in activities, camper refusing to enter certain camp buildings (dining room, classroom, etc.), pre-and post-visiting day issues, and other concerns. The staff psychologist and educational consultants also served as a personal resource for the counselor to discuss personal issues such as academic concerns, personal social relationships, and vocational issues.

BRINGING THE CLASSROOM HOME

Extending Learning Activities: What Parents and Children Can Do Together to Practice New Skills

August 2002

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This parent manual provides actual activities from the Hebrew Academy for Special Children in New York. HASC acknowledges the contributicns of the HASC Curriculum Committee and teachers who contributed classroom lessons and extended classroom activities.

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I. Introduction

A GUIDE FOR YOU, THE PARENT

As the parent of a child with special needs, you are the key to enhancing your child's education. Parents are the first educators of their child and remain a viable part of their child's continued growth and ongoing education. Because parents are so crucial in the quality of life for their child, HASC has created this parental skills book to provide activities parents and children can do together to help their child reinforce skills learned in the classroom.

This guide is a tool that you, the parent, can use to replicate lessons learned during your child's time in the HASC classroom. Each of the activities presents one lesson learned in the classroom and the extended activities you can use at home. By using this guide, parents can continue a child's learning through practice and continuity of the learning activity.

From their summer program experiences, HASC teachers created the lessons and their extended activities for use at home. The lessons are based on the concept of the HASC summer residential camp program which has a long-established track record of success with this method. What the teachers do in the classroom during the day is carried out in the afternoon by the counselors in extended learning activities. The evaluation of the HASC summer program shows that these extended learning activities are useful in helping students practice and retain skills they learn in the classroom. During parent/teacher conferences, parents were invited to suggest "teaching" ideas. Together with teacher lesson plans, these ideas resulted in this

guide on how to provide reinforcement activities in the home setting for developmentally disabled children and adults.

This manual is based on the simple idea that what the teacher teaches in school can be carried out in the home by the parent by using daily activities as teaching tools. This reinforcement augments lessons and helps the student remember and practice what was learned previously at school.

Not only do the extended activities presented here provide practice for the child, they also enhance the quality of interaction between you and your child as they are fun, constructive, and positive activities. You will find that using these activities can also increase the quality of communication between you and your child's teacher. When you know and understand the teacher's plan, you can enhance the teaching process through guided activities at home. Thus, parents and teachers truly become partners in the child's learning. In addition to using the activities in this guide, parents have the opportunity to participate in the actual classroom and be trained by the teachers in techniques that enable children to assimilate information. When both the parent and the teacher use a variety of media and settings to teach specific concepts, the child has greater exposure to these concepts, thereby helping the child to internalize these concepts.

ABOUT HASC

HASC serves children, parents, and the community. For over three decades, HASC has been assisting parents with educational and other concerns related to raising children with special needs. HASC was founded in 1963 as a nonprofit

educational institution for developmentally disabled children. Since its inception, HASC has grown into a multi-service educational organization and diagnostic treatment center meeting the needs of children with disabilities and their parents from New York and 13 other states across the nation. HASC currently serves more than 1,100 individuals in nine different education and treatment facilities in New York State.

HASC provides an educational residential summer program and operates a division for disabled infants and toddlers, at-risk preschool children, and school-age children with special needs. Students come from New York, Maryland, Rhode Island, Connecticut, New Jersey, Pennsylvania, Ohio, Michigan, Massachusetts, Florida, Tennessee, Wisconsin, Illinois, and California to attend the summer program.

HASC's GOAL, PHILOSOPHY, AND MISSION

Since 1963, HASC has continued to provide high quality education and therapeutic services to special-needs children. Families are an integral part of the HASC education process. Highly structured and individualized, HASC programs concentrate on the development of the whole child in the least restrictive environment. Progressive vision and traditional leadership enable HASC staff to synthesize proven techniques with new and innovative approaches. HASC staff are guided by creativity, compassion, and motivation as they strive to improve the lives of our children.

II. Making Classroom Lessons A Part of Daily Interaction & Conversation

The purpose of this chapter is to help your child internalize and master skills taught in the classroom by helping you, the parent, understand what teachers and counselors are trying to accomplish and how they can use your help and partnership.

BECOMING ATTUNED TO WHAT THE TEACHER IS DOING

When your child's teacher works with your child, the teacher is making sure that the domains of instruction are covered in all aspects of the classroom lesson plan. Domains of instruction include:

- language arts/communication;
- motor skills (gross/large and fine/small);
- activities of daily living skills (ADL);
- pre-vocational;
- cognitive; and
- social/emotional.

Each of these domains is included in the activities that you can do with your child. Activities are presented beginning on page 30. There is often an overlap between the teacher's objectives of the lesson and the developmental domains. By participating in the extended lessons in each domain with your child, you extend the objectives and your child's learning opportunity into the remainder of the child's day.

BECOMING ATTUNED TO WHAT THE COUNSELOR IS DOING

The camp counselor's responsibilities continue 24-hours-a-day, seven-days-a-week, and encompass all daily activities of their campers, including waking, cleaning, dressing, feeding, and transporting them. In fact, the counselors provide for all of the physical, spiritual, social, and emotional needs of their campers. During the academic segment of the day (Monday-Friday, 9:30 to 3:30) the counselors become teachers' assistants. The counselor's role increases as experienced special educators and therapists direct them in addressing the camper's educational needs as prescribed by the Individualized Educational Plans (IEPs).

Particular care is taken to create collaborative relationships among all the caregivers so that *consistent goals and objectives for each child extend through the entire day, regardless of the setting or personnel.*

PARENTS REINFORCE WHAT TEACHERS & COUNSELORS DO

The counselors as teacher assistants in the classroom are so attuned to what the teacher is doing that *carry-over of concepts between the academic day and the non-school portion of the day becomes the priority, and a natural consequence of this arrangement.*

While at camp, counselors receive training in: (a) relating educational objectives and techniques to individual student need as per IEP; (b) using age-appropriate practices; (c) dealing positively with behavior and discipline; (d) working and collaborating with teachers; and (e) helping students gain practice and gain independence in daily living skills.

III. Having Fun: What Children Learn from Toys and Play

How Can They be Learning if All They Do is Play?

By the HASC Curriculum Committee 2000

No matter the level of play, play helps children learn. In play, children discover with their hands, eyes, nose, ears, and mouth. The more children learn through their senses as young toddlers, the more tools they will have in preparing for elementary school and the structured learning environment of reading, writing, mathematics, social studies, and science. For all children, those hands-on experiences early in their development lay an important foundation for learning how to learn. In addition, active play allows children to develop a love of learning and exploration. When children are comfortable with learning, they gain confidence. These early play experiences will help all young children reach their fullest potential.

To facilitate and encourage a love of learning, the HASC classrooms are structured for play and exploration. Our classrooms look different from what most of us think of as school. Children are moving about, playing, exploring, and participating in many different activities. To an outsider, this may seem oddly different from the traditional decorum of a classroom. However, your child's teachers intentionally set up their classrooms to provide important learning experiences for your child. We know that young children learn much better from their own experiences through active engagement and exploration.

It is more meaningful for all young children to experience concepts using a multi-sensory, play-based approach. Visual and tactile experiences such as tracing in sand, rice, pudding, or finger-paint can all be used to help a child learn shapes,

letters, and numbers. Some children may learn best through movement experiences and may need to jump on a color, shape, number, or letter in order to learn these concepts.

Children play in many different ways. They may play individually, or near one another, but always each child plays independently at his or her own activity. Children usually begin to play together by using each other's toys and talking to each other but not actually playing together. As children attain developmental milestones, they are able to do more cooperative, coordinated play.

In the classroom, we use simple objects that you can use at home to play with your child. Examples of these simple, ordinary, yet very educational substances are found in the tables that follow:

When your child plays with...	Your child learns...
WATER	• about hot and cold • about wet and dry • eye-hand coordination as your child learns to pour from a container • important mathematical concepts of empty/full, volume and weight • requesting on and off • washing specific body parts

When your child plays with...	Your child learns...
SAND, RICE, BEANS, PASTA	• concepts of size, shape, and volume, empty/full • concepts of warm/cool, wet/damp/dry, and heavy/light • how to play socially with others • appreciation for different textures • how to request, grasp and manipulate simple tools
PLAY DOUGH & CLAY	• to see the shape against the background of the table—a pre-reading skill • that the amount of the substance remains the same even when the shape changes—a mathematical concept • how to tolerate different textures • to express feeling by squeezing and pounding • to follow directions • how to grade pressure to mold the play dough—a skill in fine motor development • creativity

When your child ...	Your child learns...
FINGERPAINTS	• to develop creativity and appreciation for art • concepts of color, shape, size, and location • eye-hand coordination, pre-writing skills • how to develop and share ideas • how to follow directions • how to tolerate different textures
PAINTS AT THE EASEL	• eye-hand coordination • concepts of color, shape, size, and location • concepts of design • to purposely create shapes, develop pre-writing skills • to notice and distinguish patterns from background—a pre-reading skill • to express ideas and know his or her ideas are important • to develop creativity and appreciation for art • to develop maturing grasp patterns; gain upper body strength and flexion

When your child ...	Your child learns...
SCRIBBLES OR DRAWS	• to hold a pencil or other drawing tool and to control the pressure • eye-hand coordination • concepts of color, shape, size, and location • that an object on paper can have meaning • to use pictures and words to express self
USES PASTE & GLUE TO MAKE A COLLAGE	• concepts of shape, size, location, and design • about things that are sticky and things that have different textures • how to create patterns and designs—a math skill • how to distinguish patterns from background—a reading skill • how to use both hands together
USES SCISSORS	• to control the small muscles of the hand • concepts of shape, size, and location • eye-hand coordination • how to use both hands together

When your child ...	Your child learns...
STRINGS BEADS	• eye-hand coordination; bimanual coordination • concepts of color, shape, and location • number concepts • concepts of longer, shorter, more, and less • to create and reproduce patterns
PLAYS WITH PEGBOARDS & PEGS	• one-to-one correspondence—one peg for one hole—an essential math concept • to make and repeat patterns—a pre-math activity • left to right and top to bottom progression—a pre-reading activity • colors • symmetry, shapes, order, and design • eye-hand coordination, and pincer grasp patterns • to follow directions
SORTS OBJECTS	• to notice details, similarities and differences in objects • to form categories • concepts of color, size, and shape • numerical and logical concepts

When your child ...	Your child learns...
HEARS STORIES WITH PREDICTABLE LANGUAGE & RHYME	• to love books • to have a sense of the grammar of the language • to understand that sentences have a particular form and to anticipate what comes next—critical pre-reading skills • to increase vocabulary and to acquire new concepts and knowledge • to relate printed word to spoken vocabulary
PLAYS "HOUSE" & OTHER PRETEND ACTIVITIES	• to understand roles and relationships in the adult world • to sequence ideas and understand concepts such as before and after • to use symbols for representation of ideas • to increase vocabulary and to acquire new concepts and knowledge
FINDS & EXAMINES OBJECTS FROM NATURE	• new vocabulary • to group objects into categories and observe similarities and differences • to appreciate the natural world and have respect for the environment

When your child ...	Your child learns...
PLAYS ON RIDING TOYS	• strength, balance, and coordination of large muscles • concepts of speed, direction, and location • to negotiate and take turns • to solve problems • self confidence and a sense of mastery
PLAYS ON CLIMBING EQUIPMENT	• physical strength, coordination, and balance • to solve problems • to cooperate with others • self confidence and a sense of mastery

IV. Adapting Toys to Help Children Play

Child's Play, Assistive Technology, and Adaptive Toys

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CHILD'S PLAY

Play is an integral part of every child's life. For the young child, it is the primary way to learn social and academic skills. Sometimes, infants and toddlers with disabilities are prevented from playing or their opportunities to play are limited just at the critical time in their development when they can learn that their actions have an effect on the objects and individuals within their environment. When play is limited by internal/individual and external/environmental factors, then our ability to learn and develop the skills and attitudes of accomplishment associated with play is also limited.

For older children, play becomes important for other reasons. It helps them develop skills in other areas both physically (e.g., gross motor activities and mobility) and socially. Play activities can be used to motivate a child to attempt new and challenging skills. Play and recreational activities can also enhance opportunities for generalizing learned skills to other environments and activities. Play is fun and gives a child the opportunity to practice learned skills over and over again. Also, and most importantly, play is a way for children to connect socially with their peers.

Whether older or younger, if children with disabilities are prevented from playing, or are restricted in their play, they do not learn the important lessons that

children without disabilities are learning as part of their development. Without exposure to these lessons, children with disabilities are put at a further disadvantage. The message they learn is that their ability to produce action from, and interact with their environment is limited. Usually when adults interact with a disabled child, the tendency of many parents, caregivers, and therapists is to spend most of their time focusing on attaining special skills—not to simply play with the child. Therefore, these children may find that their parents or play facilitators are less playful and relinquish control less often, resulting in "less" free play, than the child would like or need.

CONSEQUENCES OF NOT PLAYING

Lack of appropriate stimulation can result in children with disabilities who do not learn about cause and effect, choice making skills, discrimination, and other strategies for exerting control over their surroundings. As a result, they often lack many of the readiness skills required for active participation in life. When one or more of a child's senses impairs the ability to acquire language, the child learns to be passive and uninvolved with the surrounding world that he or she cannot name, touch, see, hear, or move in. To move in this world or interact with the people around them, children need communication skills—the ability to understand and use language. Children with disabilities often need alternative ways to communicate their needs, choices, and feelings to the people around them.

ASSISTIVE TECHNOLOGY

The goal of assistive technology is to help a person perform a functional task through the use of an adapted device, modification, or strategy. Many no- or low-tech strategies are available and ideas for adapted devices can be generated during visits to hardware and crafts stores. The primary goal of selecting assistive technology devices for individuals with multiple handicaps is to ensure their equal access and full participation in all desired activities, including recreation. The individual's ability to perform the desired activity must be assessed in order to determine which type of assistive technology is useful in enhancing the person's abilities to engage in any particular recreational activity. Below are some examples of such strategies:

EXAMPLES OF ASSISTIVE TECHNOLOGY	
Personal	special shoes prosthetic limbs
Activity specific	adapted bicycle beep balls mono-ski
Environmental	textured floor surface wide doorways access ramps

ADAPTING TOYS

Toys can allow the child with disabilities to participate more fully in the world and learn communication and social skills by playing with other children. Some toys can be used directly by all children. Others may have to be adapted or modified to be of use to a child with a disability. Below are several examples of strategies which you can use at home to make toys and games accessible to your child:

- Affixing the toy to a stable surface. This allows the child to use the toy without unintentionally knocking it off a table. This can be accomplished using Velcro, masking tape, "Fun Tack," and suction cups;
- Enlarging materials to enhance visual perception and to decrease the need for fine motor coordination;
- Using large buttons or activators which enhance visual perception and decrease the need for fine motor coordination;
- Adding straps or other devices to toys to make them more accessible;
- Using switches to activate toys (e.g., simple switch plates, touch and pressure switch blocks);
- Adding parts to toys to make them more accessible such as:

  Handles attached to puzzle pieces

  Wrist bands attached to puppets

WHAT TO THINK ABOUT WHEN BUYING TOYS

CHARACTERISTICS	Variety Child's likes & dislikes What's popular with peers or siblings Ease of use (test in store if possible) Durability Price
SOURCES	Adapted Toy Manufacturers (See Resources section, pages 25-26) Discount Toy Stores/Discount Centers Specialty Stores Drug Stores Garage Sales Flea Markets Bazaar and Rummage Sales Radio Shack & Other Electronics Stores during Clearance Sales Web Site (See Resources section, page 26)

Adapting toys need not be expensive. You may have many of the materials at home without having to purchase them, or buy them at a reasonable cost if purchased at a discount store or in bulk. The following table provides examples of what you may already have and can use to play with your child:

WHAT YOU HAVE AT HOME THAT YOU CAN USE RIGHT NOW

★●★◆★■★ **Items for Mounting & Securing Toys**	• Masking tape • Velcro • Fun Tack • Dual locks • Carpet liners • Place mats • Suction cups • Goosenecks • Easels or slanted boards with clothespins • Magnets and a cookie sheet • Double-sided tape
★●★◆★■★ **Creative Items**	♦ Felt tip markers ♦ Large knob crayons ♦ Colored hair styling gel in a zip lock bag ♦ Clothespins with sponge for painting ♦ Small paint roller ♦ Magnets and a cookie sheet--hold down paper, or use to make pictures ♦ Colored glue ♦ Paint, in empty glue bottles with squeeze-tips, or condiment jars with spouts ♦ Pudding or ketchup as edible finger paint ♦ Cookie cutter and play dough ♦ Sponges glued to a cookie cutter for painting shapes

★●★◆★■★ **Ideas to Help Your Child Use Toys & Play**	• **Knobs:** enlarge knobs on toys with wood or Plexiglas, or replace knobs with larger ones (can be purchased at hardware stores) • **Handles/Holders:** use hot glue to attach holders to blocks, shapes, puzzle pieces • **Switches:** add a switch to ordinary battery-operated toys with battery adapted interrupter • **Surface Areas:** Outline toys, words, and shapes in Puffy Paint (in crafts stores) to provide a larger surface area to handle • **Containing Toys:** Use hula hoop or cookie tray to keep toys from moving too far

Finally, remember that these supplies can be purchased at any toy or arts and crafts store. Children enjoy messy and colorful play. You can thicken paint with cornstarch or use a solution of flour and water to provide a medium for finger painting. Be sure your child's play includes cornstarch, finger paint, glue, sponges, and water colors.

ADAPTIVE TOYS

What are adaptive toys? How are they different from the typical toys one finds in a department store? Adaptive toys are toys that are designed to be used by children with motor and/or cognitive delays. Typically, these toys sport low-tech adaptations such as raised handles or textures or higher tech adaptations such as switches (from simple to more complex) or even small computers.

The picture to the left is one example of a plate switch. It can be activated by pressing a hand, foot, arm, or head against the large button (top part). In this manner, a switch toy can be used by all children, regardless of the extent of their motor difficulties.

What is the difference between a switch toy and a regular toy? A switch toy has a plug that can be used with a switch. In all other respects, it is the same toy you can find in your local store. Remember, select the toy which is appropriate to your child's ability. Often a regular toy can be used if it meets the needs and skill level of your child. Such examples include pressure sensitive toys (Tickle Me Elmo), and similar motion detecting toys.

COMPUTERS

The computer has often been thought of as the ultimate tool. However, parents must first determine if their child can actually use it. Keyboards are often impossible for a child to manipulate. The child may have difficulty in pressing the right key. He or she may also be unable to use the mouse to click on the correct button on the screen. When this happens, the child may become frustrated, thus defeating the sense of play that was intended to occur. There are alternatives:

- Adaptive keyboards: These keyboards (ADB & Serial only) are available for the Macintosh and compatible computers. There are various models. One type has extra large keys which can be used with most programs. The other uses picture symbols that can be used with specialty software.

- Trackballs: There are trackballs that are designed for young children (Microsoft Kidsmouse) that have a large ball to manipulate and extra large buttons.
- Switch adapters: These adapters allow you to attach a switch to your computer. (Note: USB devices may become available.) They can be used with specialty software that are switch enabled.
- Touch Monitors: There are two types: Touch screen adapters and touch monitors. Both allow a child to use his finger (or a pointer) to act as a pointing device. Touch monitors are expensive ($800+), but durable. Touch screen adapters attach to the outside of the monitor and are less expensive ($300-$400), but are more fragile.

RESOURCE GUIDE

Play is meant to be fun and accessible to all children. Below is a partial list of resources—catalogues and web sites—for parents seeking adaptive toys.

CATALOGUES

Don Johnston- *www.donjohnston.com* One of the two major vendors of adaptive toys and equipment. These include: Switches, switch adapters and software. Their catalogue is divided by functional and skill level. Parents should ask if they offer discounts.

Mayer Johnson- www.mayer-johnson.com The second of the two major vendors in this field. Their material is divided by functional level and specific disability. These include autism, aphasia, cerebral palsy, and others. They are the largest dealer in switch enabled toys.

Enabling Devices- www.enablingdevices.com This company specializes in adaptive toys and equipment.

INTERNET

http://www.umf.maine.edu/~sped/at.htm *University of Maine at Farmington Assistive Technology Resource Center:* Includes a selection of websites that cover each topic area.

http://www.parentpals.com/index2.html Parent Pals: Includes a glossary, links and activities for your child.

http://www.abledata.com/text2/search.htm *Abledata:* A great searchable database of adaptive devices.

http://lburkhart.com/main.htm *Simplified Technology for Children with Disabilities:* Describes simple assistive computer devices and how to make your own.

http://www.at-center.com/newslet.html *AT-Liberty:* A newsletter on assistive technology. Also on the site are links to free software and shareware.

V. Special Projects for Leisure Time, Weekends & Vacations

LEISURE TIME MANAGEMENT

As a child grows older, he or she will have more leisure hours. Disabled children must be taught how best to use their leisure hours. Afternoon and weekend activities at camp can be carried over into the home. At HASC children are involved in constant homework, review and follow-up activities and are also taught the joy of living, sharing, having a hobby, doing something on his or her own, creating something, and participating in self-directed group activities. For example, through HASC's horticulture therapy program, children are introduced to gardening, which provides a learning environment outside the classroom.

EXAMPLE OF LEARNING FROM A HOBBY/LEISURE ACTIVITY:

GARDENING	• increased motor skills using the hands • increased coordination • increased awareness of touching sensations • promoting teamwork among peers

As stated, children can learn many skills from participation in hobbies and leisure activities. Therefore, at camp, students are included in activities involving food preparation and participate in clubs for cooking and baking. These can become

productive after-school and weekend programs outside the classroom during the school year. During camp, drama instruction, dance, and art therapies provide additional venues of self-expression for many of the children. These activities are introduced and followed-through in the after-school and weekend programs. They are integrated with social skills development, emotional expression, and musical/rhythm activities for enhanced development of a well-rounded, wholesome personality, and to enhance the experience of well being.

Similarly, the pre-vocational follow-through program emphasizes the practice of skills acquired through formal training in different settings utilizing the many naturalistic and social milieu offered by the camp. For example, the camp provides opportunities to develop clerical and maintenance skills, to work in food service and mail sorting/delivery, and to engage in activities in daily living and independence training, while campers also take part in group activities that reinforce social skills and afford practice in problem resolution.

SOCIALIZATION AND INTEGRATION

Many social interchanges that occur during the summer program with area camps provide opportunities for social integration and social skills development. It is important that similar leisure-time inclusion activities, sports, and social programs are continued during the school year with parents, family, and friends. For example, there are many trips, sports activities, concerts, fairs, and other activities sponsored by civic organizations, churches, and synagogues in which you and your child can participate during the school year.

VI. How to Do It:
Classroom Activities that Work Outside the Classroom

In this chapter we have included a sample of extension activities which are planned by the teachers and shared with teacher assistants/counselors for after-school hours. Generally, you will find one classroom activity with a list of extension activities based on special education, general class ability level. Through experience and working with your child's teacher, you can initiate additional extended activities for lessons taught in the classroom.

Each activity covers each of the domains in both the classroom and home extended activity: language arts (communication and language); motor; activities in daily living (ADL); cognitive, pre-vocational, and social/emotional (social skills).

The activities are further identified with a suggested age group level below. These groupings are only approximate ranges, not confined to the chronological age listed.

Preschool	Up to age 5
Early Childhood	Ages 5 to 8
Middle Childhood	Ages 9 to 12
Adolescence	Ages 13 and Up

On the next page is the complete list of the 41 extension activities.

Activity Number	Activity: Classroom Lesson and Extension	Suggested Ages	Page
1	Making a Peanut Butter & Jelly Sandwich	All Ages	32
2	Calendar Time	All Ages	33
3	Daily Schedule (2 pages)	All Ages	34
4	Five–Sense Applesauce	All Ages	36
5	Spatial Body Awareness	All Ages	37
6	Decrease Sensory Defensiveness	All Ages	38
7	The Body and Its Parts (2 pages)	All Ages	39
8	Looking at People's Faces	Preschool	41
9	Socialization	Preschool/Early Childhood	42
10	Different Items of Transportation	Preschool/Early Childhood	43
11	Farm Animals	Preschool/Early Childhood	44
12	Sponge Painting (2 pages)	Preschool/Early Childhood	45
13	Science: Awareness of Objects in the Sky	Preschool/Early Childhood	47
14	Red and Blue	Early Childhood	48
15	Sensory Integration and Fine Motor	Early Childhood	49
16	Play Dough Shapes	Early Childhood/ Middle Childhood	50
17	"Building A Rocket to the Moon"	Early Childhood/ Middle Childhood	51
18	Playing a Shape Game	Middle Childhood	52
19	Numbers	Middle Childhood	53
20	Playing a Game of Colors & Numbers	Middle Childhood	54
21	Preparing Food	Middle Childhood/ Adolescence	55
22	Going to the Store and Learning to Make a Purchase	Middle Childhood/ Adolescence	56
23	Learning Functional Survival Signs (2 pages)	Middle Childhood/ Adolescence	57
24	Coins and their Values (2 pages)	Middle Childhood/ Adolescence	59
25	Using the Phone	Middle Childhood/ Adolescence	61
26	Language–Awareness of Calendar (2 pages)	Middle Childhood/ Adolescence	62
27	Sight Words	Middle Childhood/ Adolescence	64

Activity 1: Making a Peanut Butter & Jelly Sandwich

In the classroom, students talk about appropriate foods that can be served at different meals during the day. We talk about nutritious food, as opposed to "junk foods," that help our bodies grow strong. Students prepare these foods in class using charts for directions.

ALL AGES

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Read story (big book) *Peanut Butter and Jelly*, Dutton children's books ▪ Make chart including correct picture sequence of story-chant	▪ Sing or say story chant with child ▪ Look for jars of peanut butter and jelly in the grocery store and read labels aloud ▪ Name the words on the labels
Motor	▪ Demonstrate the preparation of a sandwich	▪ Have child prepare sandwich at home, spreading the peanut butter and jelly on the bread, and cutting the bread
ADL	▪ Using food in an appropriate way ▪ Reminding students of good hygiene when working with food	▪ Use knives to prepare sandwich and slice food ▪ Practice hand washing prior to preparing and eating food
Cognitive	▪ Correct sequencing of a food-making project	▪ Discuss with child the sequence of other foods to prepare for a meal or snack
Pre-Vocational	▪ Working with food ▪ Learning about food preparation as a career	▪ Prepare food for meals: wash, peel, cook, and put on plates or in bowls.
Social/ Emotional	▪ Appropriate behavior when working with food	▪ Discuss appropriate behavior while food is being prepared/consumed

Activity 2: Calendar Time

In the classroom, at the beginning of each day, the teacher asks a student to show the day and date on the calendar by placing a card of the appropriate day on the classroom calendar. Then the class talks about the weather for that day.

ALL AGES

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Word recognition ▪ Reading skills/decoding	▪ Read signs around town while driving ▪ Read package labels at the store
Motor	▪ Manipulating numbers and placing in correct space (Velcro/tack)	▪ Sort clothing by season and weather ▪ Put clothes in right place ▪ Practice placing a set number of hats, scarves, etc. in closet (hang up clothing or fold it) ▪ Practice assisting with clothing fasteners
ADL	▪ Awareness of time/date ▪ Spatial awareness ▪ Awareness of weather (e.g., warm, cold, sunny, rainy) ▪ Picking out clothing appropriate for the weather	▪ Ask questions: How many days until Sunday, birthday, relative birthday, etc. ▪ Discuss the weather ▪ Choose appropriate clothing for weather
Cognitive	▪ Counting 1-30 ▪ Number recognition ▪ Understanding which months are hot, cold, rainy, snowy	▪ Count cookies at snack ▪ Count parked cars ▪ Count coats, hats, scarves
Pre-Vocational	▪ Arranging calendar and weather charts	▪ Indicate family outings lists or shopping trips on family calendar ▪ Arrange family rain gear (e.g., hats, umbrellas) for rainy day
Social/ Emotional	▪ Practice taking turns patiently in arranging calendars and weather charts	▪ Turn taking at meals ▪ Practice with child sharing decision on story to read at rest/bed time

Activity 3: Daily Schedule

In the classroom, at the start of each day, we go over that day's schedule to prepare students cognitively and emotionally for what will be happening. This important skill gives the children a chance to anticipate and perceive the connections between events rather than seeing things episodically, disconnected one from each other. This type of activity can work very well at home also.

ALL AGES (AS APPROPRIATE FOR DIFFERENT AGES)

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ According to individual student's level, student identifies (using PEC's, Mayer Johnson, sight words etc.) the series of activities for that day ▪ Students will answer questions concerning the order of activities—what is done first, last etc. ▪ Pre School and Early Childhood children will follow picture schedules ▪ Adolescents will read daily schedules	▪ Parents can set up a home schedule for every day, using the appropriate communication form ▪ Sequence a list of activities on a daily schedule and ask which comes first:? Next? Last?, etc.
Motor	▪ Student manipulates pictures/symbols and words in the schedule to see if in proper order ▪ Adolescents will copy schedule into notebooks	▪ Manipulate pictures of activities and put them in correct order. (Use pockets, Velcro, etc.)
ADL	▪ Identifying materials needed for different activities ▪ Identifying activities we will do: hygiene brushing teeth, cleaning-up, wiping down, sweeping up	▪ Similar to class, ask: What do you wear to bed? What do you need to take a bath? What do you need for cooking (pots)? Swimming (bathing suits)?

(CONTINUED ON NEXT PAGE)

DAILY SCHEDULE CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Cognitive	▪ Identifying pictures/symbols and words ▪ Recognizing the familiar ▪ Identifying what is new and different ▪ Up-down, left-right progression (depending how the schedule is set up) ▪ Temporal concepts: before-after, first-last, now-then-later. For those with appropriate skills, telling time ▪ Adolescents: sequence time and events ▪ Predict events and connect events to previous events.	▪ Using pictures/symbols and words to correspond with activities at home. ▪ Preparing child for changes in the daily routine beforehand. ▪ Using pictures and words to explain. ▪ Using time concepts to set and reinforce the desired routine
Pre-Vocational	▪ Being able to start and complete a scheduled activity	▪ Talking about parents (mommy's or daddy's schedule at home) ▪ Going to sleep/ getting up on time according to schedule
Social/ Emotional	▪ Taking turns reading and showing others the schedule ▪ Noting difference in personal schedules, e.g., boys have swimming, but girls have art, what do you have? ▪ Transitioning abilities	▪ Recognize when/what things you do together as a family and when/what is done separately ▪ The schedule lends itself very well to setting up token reward systems both at school and at home

Activity 4: Five-Sense Applesauce

In the classroom, students will use their senses of smell, touch, taste, hearing, and sight as they prepare a nutritious snack.

ALL AGES

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Reading the recipe using special vocabulary ▪ Sequencing events	▪ Have child name fruits at grocery store ▪ Have child name fruits at a meal ▪ Have child ask for help preparing grocery list ▪ Have child make orange juice for family and name the ingredients and the process
Motor	▪ Peeling, coring, slicing the washing apples ▪ Dropping sliced apples into pan and cooking until they are soft	▪ Let child peel oranges ▪ Let child wash dishes and clean clothes
ADL	▪ Washing hands before and during food preparation ▪ Covering mouth and nose when sneezing	▪ Ensure child washes hands before and during preparation of food ▪ Ensure child covers mouth and nose when sneezing
Cognitive	▪ Counting and measuring apples, amount of water and sugar	▪ Have child count oranges, and other fruits and vegetables, and measure ingredients
Pre-Vocational	▪ Students will learn to set up for cooking and identify ingredients	▪ Let child participate in food preparation and set up needed ingredients
Social/ Emotional	▪ Smelling, touching, and tasting apples together with peers ▪ Being part of a group ▪ Raise self-confidence and self efficacy with accomplishment	▪ Child will feel good about self with increased participation in group activities

Activity 5: Spatial Body Awareness

In the classroom, students will learn to understand spatial and body awareness in an adaptive physical education environment.

ALL AGES

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Learning concepts of: in, out, in front, behind, on top, above, next to	▪ Play games while driving, explaining where things are located. Use spatial concepts learned in class ▪ At home play games explaining where things are using spatial concepts
Motor	▪ Following directions and using a hula hoop, children will place their bodies in different locations in relation to hula hoop ▪ Children will use various means of locomotion to move. Example: hop, step, jump	▪ Have child set table according to spatial concepts ▪ While using playground equipment, have child explain where their body is according to spatial concepts (e.g., "on top," "behind," "on," "in," etc.)
ADL	▪ Child will follow simple directions in classroom environment	▪ Child will follow simple directions in home environment
Cognitive	▪ Children will understand concepts of: in, out, in front, behind, on top, above, next to	▪ Have child draw pictures and make collages demonstrating spatial concepts
Pre-Vocational	▪ Student will assist Adaptive Physical Education teachers in putting equipment away using spatial concepts	▪ Have child clean their room using spatial concepts (e.g., toys are "in" the box)
Social/ Emotional	▪ Practice following directions ▪ Practice staying on task	▪ Have child assist others in cleaning up

Activity 6: Decrease Sensory Defensiveness

In the classroom, students learn to decrease sensory defensiveness and increase sensory exploration.

ALL AGES

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Learn words: bounce, pressure, weight, tunnel, crawl, squeeze	▪ Practice words with child: bounce, pressure, tunnel, crawl
Motor	▪ Bouncing on big therapy ball ▪ Deep pressure with bean bag ▪ Tunnel child crawls through	▪ Let child: a) bounce on trampoline (with supervision) b) bounce on your lap c) squeeze a pillow ▪ Hug and squeeze child on your lap ▪ Put a feathered blanket on top of child ▪ Wrap child in blanket and drag across the floor
ADL	▪ Child will tolerate wider range of activities	▪ Practice smelling different flowers, foods, touching different textures, eating different foods
Cognitive	▪ Increase awareness of sensory system	▪ Play games such as crawling under and over blanket and discuss the concepts with the child ▪ Touch and discuss textures of different objects found around the house
Pre-Vocational	▪ Students will mix water, cornstarch and food coloring to feel the texture as it drips on hand and gets hard when you squeeze it	▪ When baking or cooking, let child touch and feel different textured foods, i.e., mashed potatoes, chocolate chip cookies, Jell-O etc.
Social/ Emotional	▪ Awareness of various feelings about experiencing different textures	▪ Let child talk about various feelings related to textures

Activity 7: The Body and Its Parts

In the classroom, parts of the body lend themselves to many domains. In actuality, we want to work toward synthesis: viewing the body as a whole with all its interconnected parts. Therefore, these concepts are not done as isolated activities, but rather as a theme.

ALL AGES

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Name and identify parts of the body ▪ Use music and songs with appropriate lyrics, (*Bean Bag Song, Hokey Pokey* etc.), and games to identify body parts (e.g., head, shoulders, knees, and toes)	▪ Naming and identifying parts of the body while bathing, dressing, undressing ▪ Verbalizing which part of the body is involved in a specific activity
Motor	▪ Use above games, songs and dances to identify body parts ▪ Trace hands and feet to make full body silhouettes ▪ Make whole body movements	▪ Learning and practicing all games, songs and stories that involve body parts and movement, e.g. *Where is the Thumb*, *Simon Says*, and *Mother Goose* rhymes relating to the body
ADL	▪ Foster awareness of personal hygiene through activity (e.g., washing face and hands, combing hair, etc.)	▪ Looking in the mirror together and verbalizing as you do personal hygiene: washing face, brushing teeth, combing hair, etc. (CONTINUED ON NEXT PAGE)

THE BODY AND ITS PARTS CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Cognitive	▪ Identify which part of the body is connected to another part ▪ What are the components of the back, hands, legs, etc. ▪ Identify what tasks/activities we do with the different parts ▪ Match pictures, symbols, and sight words to the various body parts	▪ When bathing and dressing, stressing the connection and sequence (top-bottom, up-down, front-back) ▪ Playing "absurdity" games: Do you put your socks on your hands? Do you put your hat on your feet? Or point to ear say it's a foot, foot is a hand, etc. to be silly and encourage laughter ▪ Play *Simon Says* following verbal direction regarding body parts
Pre-Vocational	▪ Identifying how we use our hands, feet, etc. in different tasks/jobs ▪ Identifying the proper clothing/gear we need for different tasks/jobs	▪ Using real life example when shopping, home, etc. Example: "See how the man uses his hands to make pizza!" ▪ Pointing out the uniforms or clothing/gear that workers put on for protection
Social/ Emotional	▪ Being able to identify/differentiate between own body and others ▪ Being cognizant that everyone is different and looks different	▪ Talking about respecting other people's property. Example: "This is yours and this is hers." "This is mine and that is yours." ▪ Talking about differences: "You have blue eyes, Dad has brown eyes."

Activity 8: Looking at People's Faces

In the classroom, the child sits comfortably in front of the teacher who smiles, chats, or laughs to get child's attention. The teacher makes faces, blinks, and speaks in different tones and volumes, from loud to whisper. The purpose of this activity is to improve social interaction, sustain attention, and encourage language.

PRESCHOOL

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Using helpful words and phrases: "Look, see my lips?" "Where is my nose?" "Here is my nose!" etc.	▪ Use helpful words and phrases: "Look, see my lips?" "Where is my nose?" "Here is your nose!" etc. ▪ Play game: put objects such as bean bag or sock on body part, then drop off; encourage identification and naming of body parts while on and off
Motor	▪ Learning eye-hand coordination in using fine motor skills to softly touch parts of faces	▪ Sensory: have child touch your face; listen to the different tones of your voice ▪ Oral motor and sensory: have child blow bubbles, party blowers, and/or pinwheels ▪ Fine motor: have child play with noise makers such as whistles, kazoos, recorders ▪ Puppet play
ADL	▪ Acknowledge what is being asked and respond appropriately	▪ During morning or night washing activities encourage child to observe face, eyes, lips and nose
Cognitive	▪ Correctly identifying facial features	▪ Encourage interaction and identification of facial parts, expressions, and voice tone
Pre-Vocational	▪ Learning what facial expressions and voice tones mean	▪ Practice making appropriate expressions that accompany "yes" and "no"
Social/ Emotional	▪ Opportunity for gentle social interaction	▪ Provide opportunity for gentle social interaction

Activity 9: Socialization

In the classroom, the teacher will help students improve socialization through peer group play with different games. Playing with a friend using a Velcro ball is one example of a social game.

PRESCHOOL/EARLY CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Understanding concepts of these phrases and using these phrases appropriately: "Give me" "Wait" "Catch"	▪ Have your child practice using these same words/phrases in different activities
Motor	▪ Throwing Velcro ball to friend	▪ Play catch with child ▪ Have child play with siblings or friends ▪ Practice transferring objects from one to another
ADL	▪ Along with buddy, put away game equipment when finished	▪ Have child put away things when finished with them ▪ Have child put away toys, clothes, etc.
Cognitive	▪ Identify objects used in game	▪ Have child identify circles, balls, and other objects in environment
Pre-Vocational	▪ Learn to work with another person	▪ Have child push and pull things
Social/ Emotional	▪ Practice taking turns patiently	▪ Practice waiting for turn and turn taking at meals and in other areas at home with siblings

Activity 10: Different Items of Transportation

In the classroom, children will engage in various activities that have to do with different items of transportation.

PRESCHOOL/EARLY CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Children will listen to *The Little Engine that Could* and answer *"wh"* questions	▪ Sing songs-*The Wheels on the Bus* ▪ Practice concepts on/off and over/under
Motor	▪ Children will have bicycle races ▪ Children will paint large boxes with cut-outs as vehicles	▪ Make soap boat for bathtub ▪ Pack snack for car, and practice spreading with knife
ADL	▪ Children will learn safety issues relating to transportation	▪ Reinforce not going into the street ▪ Practice waiting patiently for the school bus
Cognitive	▪ Count wheels ▪ Understand concepts of big/little, moving parts, going around	▪ Name vehicles while walking ▪ Count cars parked ▪ Take trips to airport; take a train ride, go to bus station
Pre-Vocational	▪ Categorize things with wheels, wings ▪ Buy tickets on train	▪ Decorate license plates ▪ Ride a city bus
Social/ Emotional	▪ Take turns being the pilot, conductor during dramatic play	▪ Give stuffed animals rides in toy wagons, buses, trains

Activity 11: Farm Animals

In the classroom, the teacher provides activities that help students improve their knowledge of farm animals.

PRESCHOOL/EARLY CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Recite familiar song—*Old Mac Donald* ▪ Use plastic animals as cues	▪ Go to library and take out books about animals ▪ Take trip to a farm
Motor	▪ Relay races with animals; have scavenger hunt to find toy animals hidden in the classroom ▪ Paint animals for farmyard mural ▪ Engage in music and rhythm activities imitating animal movements	▪ Take a family dog for a walk or walk a neighbor's dog ▪ Take a bath with plastic animals
ADL	▪ Learn to play with pets properly ▪ Learn to wash hands after playing with animals	▪ Take bath with plastic animals ▪ Practice washing hands after petting animals
Cognitive	▪ Match animals with their sounds ▪ Name animals while playing *Bingo Farm Animal*	▪ Watch a farm animal video and name animals ▪ Sing *Old Mac Donald*
Pre-Vocational	▪ Categorize farm animals/zoo animals ▪ Match/sort same/different types of animals	▪ Cut out pictures of animals from magazines ▪ Make a farm animal collage
Social/ Emotional	▪ Understand concept of caring for animal ▪ Buy class pet	▪ Participate in feeding a pet ▪ Visit pet store/zoo

Activity 12: Sponge Painting

In the classroom, students sponge paint flower-shaped cardboard to make a picture frame. Students will paint with flower sponges in the six colors of the rainbow. When dried, students will paste their photo onto the center of the flower.

PRESCHOOL/EARLY CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	• Use appropriate conversational language to accomplish the task	• Talk with your child using appropriate language to describe daily activities in the home
Motor	• Holding the sponge appropriately without dropping or throwing on the floor • Pressing the sponge appropriately so that the paint comes out completely on the cardboard	• During bath, show child how to hold the sponge appropriately without dropping or throwing in the bathtub. • Show child how to scrub self in the bathtub while holding the sponge • Show child how to hold and use the sponge while doing dishes, • Have child help wash the car with a sponge
ADL	• Cleaning out the sponges from the paint • Encourage proper use of sponges for washing in the bathtub and for washing dishes	• Show child how to clean and rinse out the sponges from the soap after bathing, washing dishes, washing the car
Cognitive	• Identifying colors that have been learned • Identifying a flower and their own picture	• Ask child to identify objects or types of clothing by their color • Encourage child to identify flowers in the community or in books

(CONTINUED ON NEXT PAGE)

SPONGE PAINTING CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Pre-Vocational	• Encourages independent washing of hands before handling food • Reinforces fine and gross motor skills used in self help skills, e.g. bathing, washing dishes, and washing self • Encourages object identification by color	• Encourage independence in bathing and dishwashing • Encourage object identification by color for shopping or crossing the street
Social/ Emotional	• Practice taking turns patiently • Not grabbing paint or sponges off the table	• Child learns social skills of: Turn taking Not grabbing food off the table Not grabbing soap or shampoo in the bathtub Not pulling hair Not pulling toys away from other children

Activity 13: Science: Awareness of Objects in the Sky

In the classroom, students create a paper maché solar system by making the different parts: sun, moon, and planets.

PRESCHOOL/EARLY CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Students will sing *Twinkle, Twinkle, Little Star* and *You Are My Sunshine* ▪ Students will identify location (sky) of these items	▪ Sing songs with your child ▪ Review with your child, the location of various items in nature: stars UP in the sky; trees DOWN on the ground
Motor	▪ Eye-hand coordination ▪ Students will cover balloon with paper maché	▪ Have child practice eye-hand coordination by helping to roll out dough or cookies
ADL	▪ Practice manipulating different textured objects ▪ Identify time of day and location of sun, moon, stars	▪ Give child practice in manipulating a variety of items, e.g., clothes, groceries
Cognitive	▪ Students will experience and identify different textures/properties: smooth/rough, dry/wet	▪ Let child feel and identify different textures around the home.
Pre-Vocational	▪ Students will help to prepare materials for activities ▪ Students will help to clean up their work area	▪ Let child help to prepare a recipe ▪ Let child help clean up after cooking and baking
Social/ Emotional	▪ Practice staying on task to complete task ▪ Students will share materials ▪ Students will respect each other's work	▪ Let child practice taking turns at mealtime ▪ Discuss how to show respect for other's space at home

Activity 14: Red and Blue

In the classroom, the teacher uses arts and crafts in the colors of red and blue to help students identify these colors. Students play matching and sorting games to reinforce skills.

EARLY CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Label object's color	▪ Buy red and blue socks and/or t-shirts and sort at laundry time ▪ Name everyday objects as red or blue and encourage child to imitate: i.e., sit on the blue chair, drink form the red cup, etc. ▪ Find red and blue signs around town while driving; find red and blue cars ▪ Find red and blue packages at the store
Motor	▪ Arts & crafts activities to develop fine motor skills	▪ Finger paint, color, use markers, etc. with red and blue ▪ Pattern coloring books and provide only red and blue crayons
ADL	▪ Manipulating pencils, crayons, pincer grasp	▪ Manipulate crayons and markers ▪ Use blue and red food coloring tubes to color and decorate cookies
Cognitive	▪ Correctly labeling colors as red or blue ▪ Visually discriminating colors red and blue	▪ Name object's color when talking about things ▪ Have a red dress-up day and a blue dress-up day
Pre-Vocational	▪ Matching, sorting by color	▪ Sort, match socks and other red and blue clothing on laundry day ▪ Sort art supplies by color instead of by medium
Social/ Emotional	▪ Playing games using red and blue	▪ Play red and blue bingo, lotto, concentration ▪ Have dress-up day or party where children wear only red and blue clothing

Activity 15: Sensory Integration and Fine Motor

In the classroom, students are given hand over hand (HOH) support and guidance for finger painting with foam paint.

EARLY CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Discuss with the child how the foam texture feels. Use adjectives for texture and color.	▪ Use foam spray such as "kid's soap" and, together with child, use words to describe the foam texture ▪ Encourage child to vocalize as an expression of pleasure or displeasure
Motor	▪ Fine motor: child can press can tab (cause) and by pressing the tab, the foam will appear (effect). ▪ Sensory: child can press hands into foam paint for the sensory input.	▪ Prepare a sensory activity with a can of shaving cream or a can of whipped cream ▪ Give child practice in pressing and squeezing by wringing out water from bathing suits, towels from washer, dishcloth from washing dishes
ADL	▪ Improve strength of fine motor skills	▪ Use foam soap for washing hands
Cognitive	▪ Using fingers, design shapes, or letters in the foam paint.	▪ Have child identify and speak about the shapes or designs imprinted into the foam paint.
Pre-Vocational	▪ Assist in self-help skills	▪ Practice pressing non toxic sprays to clean work surfaces after activity
Social/ Emotional	▪ Child is aware of various feelings and interacts with others.	▪ With your child, talk about feelings and have awareness of your feelings about texture and smell. ▪ Make this an experience that both you and your child enjoy together.

Activity 16: Play Dough Shapes

In the classroom, the teacher and students make play dough and send the finished product home for the parents and child to use together.

EARLY CHILDHOOD/MIDDLE CHILDHOOD: ALL CHILDREN CAN MAKE PRETZELS OR BREAD DOUGH AND BAKE THE PRODUCT

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Follow one step directions ▪ Follow two step directions ▪ Use appropriate language	▪ Follow one and two step directions ▪ Use appropriate language ▪ Create a picture recipe
Motor	▪ Grasp utensil, stir and mix ▪ Knead dough	▪ Roll out dough with rolling pin and select cookie cutters ▪ Press cutter into dough ▪ Paint object with water colors
ADL	▪ Plan and sequence activity	▪ Practice measuring and stirring while making dinner
Cognitive	▪ Identify and measure ingredients	▪ Identify cookie cutter object ▪ Identify colors ▪ Recall sequence of making play dough
Pre-Vocational	▪ Work with others ▪ Remain on task ▪ Follow directions	▪ Work with others ▪ Remain on task ▪ Follow directions
Social/ Emotional	▪ Reinforces being with other people ▪ Feeling of accomplishment	▪ Receive praise ▪ Give away finished product as gift

Activity 17: "Building A Rocket to the Moon"

In the classroom, students build rockets using recycled paper towel rolls, foam cups, paint, and tissue paper.

EARLY CHILDHOOD/MIDDLE CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Children will read about the universe and recall objects from stories about the universe	▪ Give child opportunity to identify objects in and around home and their "uses"
Motor	▪ Improve eye-hand coordination ▪ Students will paint "rockets" and put them together following directions	▪ Let child make collage of rocket ships by cutting pictures out of magazines ▪ Using watercolors or crayons, have child paint or color pictures of rocket ships
ADL	▪ Students will learn to manipulate paint brush and use pincer grasp	▪ Let child manipulate toothbrush ▪ Let child dust furniture, moving objects carefully and replacing them
Cognitive	▪ Students will count the parts of the rocket and identify the color of the rocket ▪ Students will identify direction of the rocket: up-down	▪ Identify color of socks and count them while helping to sort laundry ▪ Identify location of items about the house: up-down ▪ Plan a visit to the planetarium with your child
Pre-Vocational	▪ Students will clean up their work area when finished	▪ Have your child help clean up after a meal
Social/ Emotional	▪ Student will be proud of work ▪ Student will respect the work of others (not painting over other person's work)	▪ Discuss with your child how to respect other people's space and possessions

Activity 18: Playing a Shape Game

In the classroom, students play shape bingo to help students with perceptual discrimination, fine motor coordination, and cognitive and social skill development.

MIDDLE CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Labeling shapes ▪ Matching/sorting same/different ▪ Locating shapes in the environment	▪ Find shapes while driving or walking ▪ Find shapes at home ▪ Find shapes at the park ▪ Play game at home
Motor	▪ Feeling differences in shapes	▪ Feel differences in shapes in real world environment
ADL	▪ Taking turns	▪ Practice taking turns
Cognitive	▪ Discuss shapes of snack cookies (e.g., circle) and their containers (e.g., boxes, squares, etc.) ▪ Discuss same/different	▪ Identify shapes of snack cookies (e.g. circle), and their containers (e.g., boxes, squares, etc.)
Pre-Vocational	▪ Matching shapes	▪ Match shapes in environment: wheels, plates, boxes, containers, etc.
Social/ Emotional	▪ Using appropriate behavior when winning/losing	▪ Practice and discuss appropriate behavior when playing a game at home ▪ Watch games on television and discuss appropriate behavior for winning and losing teams

Activity 19: Numbers

In the classroom, the goal is to develop and/or improve number skills. The teacher uses several activities – arts & crafts, songs, poems, games -- to help students become familiar with numerals and beginning counting skills.

MIDDLE CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Learn names of numerals	▪ Sing songs or rhymes such as *One, Two, Buckle My Shoe*
Motor	▪ Feel shapes of numerals ▪ Imitate an activity according to a numeric count, e.g., jump 2 times, clap 3 times etc.	▪ Trace with fingers the shapes of numerals on houses and mailbox ▪ Bake numeral cookies
ADL	▪ Learn one-to-one correspondence	▪ Help set table to practice one-to-one correspondence
Cognitive	▪ Recognize and label numerals	▪ Point to and say numerals in environment—i.e., house number, telephone number, and food containers, TV, etc.
Pre-Vocational	▪ Count number of students and then count out number of juices and snacks needed	▪ Set table and count how many of each item is used. ▪ Bake cookies in the shape of numerals
Social/ Emotional	▪ Count how many children are in class at circle time or snack time. ▪ Count boys and count girls	▪ Count number of people at dinner, in car, or in line at store, etc.

Activity 20: Playing a Game of Colors & Numbers

In the classroom, students play color bingo to help students with color discrimination, perceptual skills, fine motor coordination, and cognitive and social skills development.

MIDDLE CHILDHOOD

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Labeling and counting items with similar colors	▪ While driving, name colors of cars and count all yellow cars, green cars, red cars, blue cars, etc.
Motor	▪ Putting different colored game pieces on game board ▪ Locating an object or direction by color	▪ While doing daily tasks, sort household items by color: vegetables, clothes, towels, etc.
ADL	▪ Turn taking	▪ Practice taking turns
Cognitive	▪ Correctly labeling colors as yellow, green, red, blue, etc. ▪ Visually discriminating colors yellow, green, red, blue, etc.	▪ Identify colors of food; count foods with same colors and different colors
Pre-Vocational	▪ Matching colors	▪ Match colors in environment
Social/ Emotional	▪ Appropriate behavior when winning/losing ▪ Many colors elicit emotional responses from children—choose colors in order to achieve goal ▪ Discuss choice and preference of colors	▪ Practice and discuss appropriate behavior when playing a game at home ▪ Watch games on television and demonstrate appropriate behavior for winning and losing teams

Activity 21: Preparing Food

In the classroom, students make white bread for special occasions or holiday.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Reading the recipe ▪ Assembling ingredients	▪ Label ingredients ▪ Help read recipe at home
Motor	▪ Kneading the dough ▪ Pouring ▪ Sifting ingredients	▪ Squeeze and roll dough and make dough balls ▪ Practice kneading and rolling play dough, or real dough prior to baking ▪ Baking bread
ADL	▪ Washing hands before handling food, covering mouth/nose when sneezing	▪ Wash hands before handling food and cover mouth/nose when sneezing ▪ Pour liquids or dry ingredients ▪ Select simple recipes
Cognitive	▪ Measuring ingredients ▪ Sequencing events	▪ Measure ketchup or sugar at meal ▪ Count ingredients ▪ Sequence events
Pre-Vocational	▪ Preparing room for cooking project	▪ Prepare for meals by setting table
Social/ Emotional	▪ Being proud of accomplishment, awareness of various feelings	▪ Share a prepared food with others ▪ Talk about accomplishment, and have awareness of various feelings related to accomplishment and task itself

Activity 22: Going to the Store and Learning to Make a Purchase

In the classroom, a simulated store is created so that students can learn how to make a purchase. Students use money to purchase items and practice making change.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Communicate desire to purchase item	▪ Practice communicating desire to purchase item ▪ Recite or write items desired
Motor	▪ Handle coins ▪ Handle objects to buy	▪ Visit store and let child handle objects ▪ Have child place objects in shopping cart or and on counter
ADL	▪ Children learn how to purchase desired items	▪ Visit supermarket and encourage child to purchase needed food items
Cognitive	▪ Adding and subtracting coins	▪ Have child add and subtract other items (candies, fruits, cans, jars)
Pre-Vocational	▪ Practice handling money and cash register skills ▪ Practice making change	▪ Play games that practice money skills and sorting skills ▪ Have child pay for purchased items at store
Social/ Emotional	▪ Learning to communicate desires ▪ Learning how to interact appropriately with store workers	▪ In role-playing before going to the store, practice common verbal exchanges that take place in stores ▪ While making an actual purchase, practice typical verbal exchanges including "may I have," "thank you," "have a nice day," etc.

Activity 23: Learning Functional Survival Signs

In the classroom, students make signs and discuss meaning of commonplace survival signs.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Reading the signs and being able to express the usage of the signs	▪ Read the signs in the community and around the house
Motor	▪ Making signs ▪ Coloring the signs the appropriate color ▪ Putting together a first aid sign ▪ Putting together a "caution wet floor" stand ▪ Learning how to negotiate space in order to follow directions of the sign	▪ Hang signs up in the house ▪ Walk around house and discuss and designate dangerous areas, as well as play, work, and non-play areas. ▪ Place "wet floor" sign after mopping kitchen floor
ADL	▪ Learning the signs having to do with ADL skills such as washing hands, restroom, food ▪ Learning "Keep Out" and "Private" means we can't enter	▪ Reinforce ADL skills by reading and discussing meaning of signs seen on outings ▪ Hang signs around the house in the bathroom and kitchen, such as "wash hands with soap before eating" (CONTINUED ON NEXT PAGE)

LEARNING FUNCTIONAL SURVIVAL SIGNS CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Cognitive	▪ Science learning: understanding all signs having to do with science, i.e., ▪ Discuss washing hands – learn about germs ▪ Discuss poison-what is poison? ▪ Social Studies learning: students identify signs in community ▪ Math learning: phone signs-dial numbers	▪ Discuss meaning of signs ▪ Identify labels at home: *first aid, poison* ▪ Label things at home: *first aid, poison* ▪ Discuss first aid-what does it mean, what should one do until help comes? ▪ Reinforce meaning of signs through discussion during shopping trips or walking on the street
Pre-Vocational	▪ Learning the signs students use when introduced to prevocational skills: "bus stop;" "walk/don't walk," "sorry we're closed." ▪ Understand that "Bus Stop" or "Metrocard" means that $1.50 is needed to pay for the ride ▪ Recognize *Exit* signs: how to exit a store	▪ Ask and discuss answers to questions: Why do we go on a bus? How do we travel by bus? What do we need to do? How do we pay? ▪ Discuss the proper way to cross the street ▪ Discuss the meaning of "sorry we are closed." ▪ Discuss when you and your child should return to the store ▪ Practice entering and leaving a store using proper etiquette
Social/ Emotional	▪ Learn appropriate response to signs at school and in the community	▪ Practice the appropriate behavior in response to various signs

Activity 24: Coins and their Values

In the classroom, students learn about the different types and values of coins.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Label coins ▪ Identify different coins	▪ Use separate piggy banks for pennies, nickels, dimes and quarters ▪ If your child receives an allowance, pay it in different combinations each time. For example, one week give four quarters; the next week give two quarters and 10 nickels, etc. ▪ Keep diary of expenses and savings
Motor	▪ Identify coins by feel and size ▪ Manipulate coins	▪ Find and identify the coins with eyes closed ▪ Let your child help you count coins and place coins into wrappers or put in piggy bank
ADL	▪ Sort coins ▪ Place coins in designated coin wrapper	▪ Keep a coin jar ▪ Sort the different coins and place the coins in designated receptacles (e.g., jars and wrappers) ▪ Take coins to bank and open savings account
Cognitive	▪ Count coins ▪ Match coins ▪ Sort coins ▪ Match values	▪ Sort coins before rolling in wrappers ▪ Let your child sort and/or count your change each time you go to the store (depending upon level of child's skills) (CONTINUED ON NEXT PAGE)

COINS AND THEIR VALUES CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Pre-Vocational	▪ Use coins to make purchases ▪ Use coins to make change ▪ Check that the correct amount of change is received when making a purchase	▪ Prepare your child for making a purchase and ask questions before the purchase and after ▪ Pay for items at store with supervision ▪ Count change ▪ Let your child count out the correct amount of coins for vending machine, toll booths, washer/dryer, and anything else that is coin operated
Social/ Emotional	▪ Saving money for class store	▪ Pay allowance in coins ▪ Have child save "earned" coins for a desired purchase

Activity 25: Using the Phone

In the classroom, practice telephone usage by interacting with other students and teacher in role playing conversations.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Children will practice correct telephone conversation	▪ Allow children to answer the phone under parental supervision
Motor	▪ Have children physically point to phone in their environment ▪ Using fingers to dial the number ▪ Holding the receiver properly	▪ Have child locate public telephones and cellular phones in the community
ADL	▪ Children will learn their own telephone number as well as the numbers for other family members	▪ Practice using phone to call family members and recite own number in case of emergency
Cognitive	▪ Discuss why we use the phone ▪ Review numbers 0-9 ▪ Have children practice calling actual numbers ▪ Have children memorize their own phone numbers ▪ Have children memorize "911"	▪ Allow your child, under supervision, to dial phone numbers for you ▪ Encourage child to call up a friend and plan an activity over the phone
Pre-Vocational	▪ Have students practice the polite way to answer a telephone call ▪ Students will learn to "take a message"	▪ Have your child relay phone messages to you
Social/ Emotional	▪ Discuss the reasons/circumstances for using 911 ▪ Practice calling 911	▪ Discuss 911 with your child ▪ Inform your child when they should and should not call 911

Activity 26: Language–Awareness of Calendar

In the classroom, students learn the sequence of the days of the week and become aware of weekday activities and weekend activities.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Gain the skill of sequencing the days of the week by saying: 1. Today is 2. Yesterday was 3. Tomorrow will be ▪ Reading skill—read calendar out loud, "Today is Thursday, August 3, 2000."	▪ At home say there are seven days in the week and say the name of each ▪ Before your child goes to sleep, discuss the day of the week by saying, "Today is ____day, and tomorrow will be ____day." ▪ When waking up, say "Good morning, today is____day."
Motor	▪ Flip through calendar pages ▪ Sequence the days of the week on a velcro chart	▪ Create a calendar on an 8½" by 11" piece of paper
ADL	▪ Discuss the need to dress appropriately: 1. For class every day 2. For school assembly on Tuesday 3. For ball game on Friday 4. For activities on weekend	▪ Choose appropriate clothing for weekdays (school, after school) and weekends (formal, synagogue/ church) ▪ Choose appropriate clothing for a given activity ▪ Choose appropriate clothing according to weather conditions (CONTINUED ON NEXT PAGE)

LANGUAGE–AWARENESS OF CALENDAR CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Cognitive	▪ Know the days of the week and the months of the year	▪ Recite the months of the year with your child using a familiar tune ▪ Talk about months and dates of family birthdays and special occasions and holidays
Pre-Vocational	▪ Discuss work on weekdays and leisure activities on weekends	▪ Plan some special activities for Saturday/Sunday ▪ Discuss with child what happens each day at school
Social/ Emotional	▪ Plan class or school social event on particular day and prepare collaboratively for that event.	▪ Reinforce accomplishment and awareness of various feelings related to task completion on time.

Activity 27: Sight Words

In the classroom, students role play scenarios that involve important sight words. For example, students see a sign on the door of the classroom that says, "*Enter*" and they read it and walk in. Other words such as *Exit, Poison, Help, Restroom, Men, Women, Wet Paint, Danger, Push/Pull,* may be used. Signs are prepared before the activity.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Reading and understanding important words ▪ Pronunciation practice	▪ Read real signs in the community and discuss meaning ▪ Make flash cards with these words and others
Motor	▪ Moving around room in role play using simple sight words	▪ Create scenarios at home where signs can be made and used
ADL	▪ Reinforcing practices that keep children safer in school and outdoors ▪ Helping children to function in the community by observing signs	▪ Expand word lists periodically to fit individual needs ▪ Practice keeping safe indoors and outdoors
Cognitive	▪ Differentiating words	▪ Sort signs by category: outside/inside
Pre-Vocational	▪ Appropriate understanding of signs in the workplace ▪ Keeping safe in the workplace	▪ Create and discuss signs that would be seen in the workplace
Social/ Emotional	▪ Gaining confidence with better functioning in the community	▪ Encourage child to ask about the meaning of new words

Activity 28: Improving Sight Reading Skills

In the classroom, the teacher helps students improve their decoding skills, sight reading skills, and comprehension of survival signs so they can read with more understanding.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Reading skills/decoding of survival words ▪ Reading comprehension of survival words and signs	▪ Read packages at the store ▪ Use magazines and newspapers to decode ▪ Read signs with your child around town while walking or traveling
Motor	▪ Copying word from the blackboard ▪ Tracking skills: left to right orientation	▪ Copy words from newspapers, magazines, etc. ▪ Cut out appropriate pictures and make a word and picture collage
ADL	▪ Recognizing survival words in the community	▪ While travelling with family members, child identifies traffic lights, stop signs, and bus stops
Cognitive	▪ Identify and spell survival word using teacher made materials	▪ Match survival words to words to cut-out pictures, (e.g., restroom, exit)
Pre-Vocational	▪ Attain greater accuracy in copying information ▪ Recognize and use words while traveling with job coach to job training sites	▪ While shopping, have child identify signs for various fruits, foods, package labels, etc. ▪ For more independent children, allow short walking trips following signs
Social/ Emotional	▪ Improve self-efficacy and self esteem with increased independence in negotiating walking and traveling in the community	▪ Discuss increased competence and independence in reading signs and following signs in the community ▪ Reinforce appropriate reading of signs

Activity 29: Riding A Two-Wheel Bike

In the adaptive physical education classroom, children, depending upon ability, will ride two-wheel bicycle with or without training wheels.

MIDDLE CHILDHOOD/ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Use language appropriate to the activity	▪ Verbalize intent to ride bike ▪ Describe parts ▪ Use new vocabulary describing activity
Motor	▪ Students will peddle bike and form peddling pattern ▪ Children will steer bike and stop, using the brakes ▪ Child will use balance beam activities	▪ Parents will ride bicycle with child
ADL	▪ Discuss appropriate clothes and gear for riding bike ▪ Discuss the weather as a factor in the decision to ride a bike	▪ Encourage child to make appropriate selection of clothes to ride bike ▪ Discuss inclement weather as reason for not riding bike
Cognitive	▪ Children will understand concept of spatial awareness and steer towards destination ▪ Children will understand concept of stopping to avoid obstacles and stop to completion	▪ Children will plan bicycle outing with family ▪ Children will prepare bicycle and equipment in preparation for riding
Pre-Vocational	▪ Identify various types of transportation ▪ Spatial awareness	▪ Children will return bicycle and equipment to storage area upon completion of riding
Social/ Emotional	▪ Children will ride along with others ▪ Children will share bikes	▪ Children will talk with family and friends about accomplishments and feelings related to riding a two wheel bicycle

Activity 30: Food Groups

In the classroom, students cut out pictures of foods from magazines and sort pictures into food groups. They paste pictures on a class mural divided according to food groups.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Learning food names and food group names	▪ Name foods at grocery store ▪ Name foods at meal ▪ Ask for help in grocery list ▪ Have child request preferred food from several choices and tell why that choice
Motor	▪ Manipulating scissors to actually cut ▪ Using glue	▪ Use scissors to cut out newspaper and magazine pictures of food ▪ Use peeler to peel carrots and potatoes
ADL	▪ Using sharp object appropriately (using peeler and knife)	▪ Use knives at meals ▪ Use scissors for art projects ▪ Plan healthy, well-balanced meal
Cognitive	▪ Categorizing ▪ Understanding why food groups are not the same	▪ Label food groups at dinner
Pre-Vocational	▪ Sorting	▪ Sort foods according to fruit, vegetable, starch, protein
Social/ Emotional	▪ Appropriate reason/attitude toward non-preferred foods	▪ Discuss appropriate reaction at meals for non-preferred foods

Activity 31: Making Pancakes

In the classroom, students will learn to make pancakes. As part of the theme of *Foods at Different Meals*, students learn what is good to eat at breakfast, lunch, and dinner. Students help to cook in class. Teacher and students write and read recipes together. Together food is prepared and eaten in class.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Read recipe *Pancakes for Breakfast* ▪ Write recipe in sequence	▪ Have child help with grocery list to buy ingredients for pancakes. Name the items needed. While at store, name each item purchased. ▪ Read stories about other foods: i.e., *Bread & Jam for Frances* and *Peanut Butter and Jelly*
Motor	▪ Demonstrate how to make pancakes ▪ Stir the batter ▪ Use spatula	▪ Have child pour, mix, and measure ▪ Pour batter into pan ▪ Have child independently complete as many steps in the food preparation process as possible
ADL	▪ Washing hands before handling food, covering mouth/nose when sneezing ▪ Discussing safety issues: splattering, using oil, pan over the heat/fire ▪ Washing hands after handling food and cleaning-up	▪ Wash hands before handling food and cover mouth/nose when sneezing ▪ Plan and prepare simple pancakes ▪ Use food in appropriate way ▪ Wash hands after handling food and clean-up (CONTINUED ON NEXT PAGE)

MAKING PANCAKES CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Cognitive	▪ Measuring ingredients ▪ Correct sequence of recipe ▪ Awareness of how ingredients change to become food	▪ Have child tell the sequence of how to prepare pancakes from going to the store to eating them.
Pre-Vocational	▪ Preparing room for cooking project ▪ Food preparation	▪ Prepare other foods: (1) Pudding Parfait; (2) Rice Krispie treats; (3) Ants on a Log
Social/ Emotional	▪ Appropriate behaviors in kitchen	▪ Talk about appropriate kitchen behaviors ▪ Have awareness of various feelings related to accomplishment and task itself ▪ Share pancakes with friends and family

Activity 32: The Use of Money in Shopping

In the classroom, students will learn to extend their practical knowledge of coins, identify prices of items, prepare simple shopping lists, shop, and use their money wisely.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Learn to read prices of items on a shopping list ▪ Learn to locate prices from a list	▪ Have child read prices of needed items in newspaper advertisements and circulars ▪ Have child locate prices of needed items in newspaper advertisements and circulars
Motor	▪ Write up a list of items from a price list and count out coins to pay for them	▪ Write up shopping list to take to local stores
ADL	▪ Count out appropriate amount of coins to pay	▪ Count out money needed to pay cashier for purchases when shopping
Cognitive	▪ Locate prices from a list	▪ Locate items in local stores ▪ Locate and read prices of items on store shelves ▪ Pay for purchases
Pre-Vocational	▪ Learn to store money ▪ Learn to operate class cash register	▪ Store change and receipts in appropriate place after making a purchase
Social/ Emotional	▪ Discuss developing more independence in money management skills: How to use allowances and earned or discretionary funds wisely.	▪ Develop independence in money management skills as well as shopping and community living skills ▪ Discuss saving for a "rainy" day ▪ Discuss wise use of discretionary funds

Activity 33: Sorting Mail Skills

In the classroom, each day, students sort the campus mail by class, placing each envelope into the corresponding mail slot. Task requirements are individualized based on individualized numeral recognition capabilities.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Speak in complete sentences ▪ Respond to "*wh*" questions ▪ Read names and survival vocabulary ▪ Read dates	▪ Discuss mail with child: Who/Where is it from? When was it sent? Read postmark. ▪ What is it? (letter, circular, etc.) ▪ Write letter back, or look through circulars to identify survival vocabulary.
Motor	▪ Insert envelopes into mail slots in sorter	▪ Remove mail from mailbox ▪ Open envelope without tearing mail
ADL	▪ Read/write/recite own address ▪ Discriminate/identify items to be discarded ▪ Maintain a clean, working area	▪ Practice reading and reciting own address from envelopes ▪ Separate mail from envelopes, identify items to be discarded ▪ Discard unneeded mail, empty envelopes, and tidy up
Cognitive	▪ Numeral identification, matching, and sequencing	▪ Read return address and identify numerals in zip code ▪ Sequence mail based on first numeral of zip code
Pre-Vocational	▪ Sort mail by class number	▪ Sort mail by first number of sending zip code
Social/ Emotional	▪ See a task through to completion, increase independence in task completion	▪ Assume responsibility for getting the mail from the mailbox each day ▪ Depending upon ability level, sort letters by size, or separate letters from "junk mail"

Activity 34: Mailroom Skills

In the classroom, students practice to improve mail sorting skills needed to work in a mailroom.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Students will identify last name and first name ▪ Students will identify first letter of last name ▪ Students will identify different types of mail	▪ Sit with student to go through the daily mail at home ▪ Have students identify which family member receives the mail ▪ Students can be responsible for telling who has mail
Motor	▪ Students will place mail in piles according to the first letter of the last name ▪ Students will bundle mail in piles by letter	▪ Students can sort mail by family member ▪ Students can bundle mail by family member
ADL	▪ Students will follow their schedule for mail center work	▪ Students will retrieve the daily mail
Cognitive	▪ Students will understand alphabetical sorting of the mail and reason for it ▪ Students will understand how to recognize who receives the mail	▪ Students can designate a place to put each member of the family's daily mail
Pre-Vocational	▪ Students will sort mail alphabetically	▪ Students can take responsibility for sorting the mail and seeing that each family member receives his or her mail
Social/ Emotional	▪ Students will work in teams to sort mail ▪ Students will take mail to the office or individuals	▪ Students can take on this "job" at home ▪ Students can receive a reward or a token (if using a token system) for a specific period of time, i.e., daily, weekly, monthly

Activity 35: Improving Understanding of Time

In the classroom, the teacher presents a variety of activities to engage students in learning about time.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Children will use correct language to tell time: before, after, now, later	▪ Read stories to children and ask, What is happening now? What happened before? What will happen later?
Motor	▪ Children manipulate large (hour) and small (minute) hands on clock ▪ Practice setting a clock-fine motor skills	▪ Have child put on a wristwatch ▪ Have child set alarm for morning wake-up
ADL	▪ Set alarm clock for specific activity	▪ Practice setting alarm clock on different settings for week days and on weekends
Cognitive	▪ Children will notice and be aware of clocks in their environment ▪ Using large and small clocks, attempt to have children tell time to the hour. If that is successful move to ½ hour, ¼ hour, 5 minute intervals	▪ Reinforce with children the times that events in the home occur: We get up at 8 a.m. We eat dinner at 6:30 p.m. We go to bed at 9:00 p.m. ▪ Show children your wristwatch (or clock) and point out when something is occurring. Have children point to clocks around the home and neighborhood. (CONTINUED ON NEXT PAGE)

Activity 36: Keeping Appointments

In the classroom, students are given schedules of their therapy appointments.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Identify type of therapy via written word or picture	▪ Identify special events, weekdays and weekends
Motor	▪ Put schedule in folder or tape to desk	▪ Write/draw special events on family calendar
ADL	▪ Student will identify point in day that therapy is going to take place	▪ Give child a time frame to accomplish a task. Example: Your room must be cleaned by 4:00 p.m.
Cognitive	▪ Determine what time each therapy is going to occur (before, after, etc.) ▪ Understand the importance of keeping an appointment	▪ Encourage child to sequence family events (weekend visits, leisure time, sports) by word or picture ▪ Encourage child to sequence events by *first* activity of day, *second* activity of day, *third* activity of day, . . . *last* activity of day, etc.
Pre-Vocational	▪ Sort daily activity cards into appropriate schedule	▪ Give your child a weekly schedule. Write down the family's major events for the week. Discuss with the child what time you will have to leave home for each activity to get there on time.
Social/ Emotional	▪ Knowledge of daily activities	▪ Reinforce sense of accomplishment at arriving on time and keeping appointments

Activity 37: Decorating the Campus

This classroom lesson takes place on campus, outside the classroom, as the students help beautify the environment in front of the school building.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Using appropriate conversational language to accomplish the task of painting	▪ Ensure child uses appropriate language while doing activities in the home
Motor	▪ Carrying paint without spilling ▪ Correctly carrying other supplies	▪ Give child opportunity to carry snack/food to table without spilling
ADL	▪ Cleaning up brushes	▪ Work with child to clean up room
Cognitive	▪ Naming colors ▪ Following instructions	▪ Ask child to name colors of clothes in the morning when getting dressed ▪ Ask child to name colors of cars, signs, etc.
Pre-Vocational	▪ Improving environment through painting surfaces in need of facelift	▪ Talk with child about looking for ways to beautify room, home ▪ Have child paint the fence
Social/ Emotional	▪ Respecting other's work (not painting over other's work)	▪ Discuss and practice with child ways to respect other people's space at home

Activity 38: Physical Exercise–Aerobic

In the classroom, we use the theme "heart healthy" to promote exercise and healthy bodies.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend & Reinforce the Classroom Lesson
Language Arts	▪ Talk about how aerobic activities make your heart stronger. ▪ Have students name types of aerobic activities: jogging and cycling.	▪ Discuss with child that aerobic exercises done three or four times a week for 15-30 minutes can make your heart stronger ▪ Pick out your favorite half-hour television show and see if you can walk in place (brisk pace) from the start of that program to the end. Watch a clock and record the minutes you were able to move
Motor	▪ Try aerobic warm-up by pretending to play different sports: when teacher names the sport, students perform the actions on the gym floor	▪ Try same activity as in the classroom: pretend different sports, parent calls out sport for child to perform and child imitates the action: Example sports: **Tennis** Action-- jog in place with forehand, backhand, and overhead strokes **Basketball** Action—jump shoot, rebound, pass, dribble in place **Boxing** Action—punch (left & right hands),shuffle forward to backward, jab, undercut
ADL	▪ Walk to local stores in neighborhoods	▪ Ride bicycle during leisure time activity; take walks

(CONTINUED ON NEXT PAGE)

PHYSICAL EXERCISE–AEROBIC CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend & Reinforce the Classroom Lesson
Cognitive	▪ Identify healthy activities	▪ Along with child, prepare a collage of recommended exercises ▪ Discuss with child health promoting practices
Pre-Vocational	▪ Be fit and ready for daily activities ▪ Learn to independently ride or walk to designated destination	▪ Participate in age-appropriate sport activities ▪ Encourage child to practice being fit and ready for daily activities'
Social/ Emotional	▪ Support members of your aerobic team with positive statements (team spirit)	▪ Encourage child to experience stress-relieving effect of exercise

Activity 39: Laundry

In the classroom, the child will practice skills and learn the process needed to do laundry such as sorting clothes and reading labels.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Students will learn to read and understand symbols on labels of clothing: machine wash, tumble dry, dry clean, hand wash, use no bleach, etc.	▪ Child will read labels of clothing out loud to parent when sorting laundry.
Motor	▪ Students will sort clothing	▪ Child will sort clothing at home with supervision and independently.
ADL	▪ Students will learn what to do with dirty laundry.	▪ Child will collect dirty laundry in the house.
Cognitive	▪ Students will learn the steps to do laundry, read labels, sort laundry, set the machine, select and pour detergent, and put the clothes inside.	▪ Child will practice these steps at home
Pre-Vocational	▪ Students will volunteer at a hospital, hotel, or laundromat to do laundry	▪ Students will help grandparents and other family members to do laundry.
Social/ Emotional	▪ Students will gain awareness that we need to wash clothes and make sure that we appear clean and neat	▪ Parent will compliment students so student has awareness of this positive accomplishment in independently attaining this housekeeping skill.

Activity 40: Hanging Up Clothing

In the classroom, the goal is that students will learn how to hang up clothing.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Students learn the names of the different hangers and vocabulary pertaining to hanging clothing: hang, hanger, straight, shoulder pads, left, right, size, stretch.	▪ Parent uses these vocabulary words at home when assisting child to hang up clothing.
Motor	▪ Students master the art of hanging, and then, ▪ Focus on buttoning, zippering, snapping, hanging clothing with shoulder pads, etc.	▪ Child hangs up clothing taken out of washer or dryer and uses fine motor skills in buttoning, snapping, and other skills needed for this activity.
ADL	▪ Students hang up own coats and sweaters in school.	▪ Child hangs up clothing each evening after getting undressed.
Cognitive	▪ Students demonstrate the ability to select the correct type of hanger and appropriately hang various types of clothing.	▪ Child identifies incorrectly hung garments and re-hang garments on correct hangers.
Pre-Vocational	▪ Students will properly hang up garments in the lost and found storage room, cafeteria, pool, and locker area.	▪ Child will sort clothes onto hanging rack of some type (a shower rod works well stretched across a door). ▪ Child will arrange garments and maintain them in some orderly fashion. (CONTINUED ON NEXT PAGE)

HANGING UP CLOTHING CONTINUED		
Domain	**Teacher's Objective**	**What Parents Can Do At Home:** Activities With Your Child to Extend/Reinforce the Classroom Lesson
Social/ Emotional	▪ Students discuss need for doing this activity properly for social reasons such as wearing clothes that are neat and wrinkle-free	▪ Child is given reinforcement with positive statements about their ability to hang garments properly and keep a neat closet. ▪ Parents compliment child about accomplishments and express parental satisfaction.

Activity 41: Functional Food Shopping Skills

In the classroom, our theme is functional food shopping skills. This theme covers: using money as a means of exchange (using functional mathematical concepts); making actual shopping trips; and preparing foods purchased.

ADOLESCENCE

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Language Arts	▪ Using circulars from supermarkets, pupils select food items to create a personal shopping list.	▪ Parent chooses a specific recipe and shops with the child to purchase the required items. ▪ At the store have your child identify the foods and the cost for each item.
Motor	▪ Students walk in the neighborhood to area supermarket. ▪ Students select food items on their particular list. ▪ Students place items in shopping cart and bring to checkout. ▪ Students pay for the items by choosing the correct coins.	▪ Child accompanies parent on shopping trips to neighborhood stores. ▪ Child selects items per parent's request and places items in the shopping cart. ▪ After paying for the purchases, child helps carry packages if he or she is able to do so.
ADL	▪ Students purchase fruit at neighborhood store. ▪ Students prepare fruit salad by a) Washing fruit b) Slicing fruit c) Mixing fruit d) Serving salad ▪ Students wash and clean up as appropriate.	▪ Child helps prepare a favorite recipe at home. ▪ Child takes part in appropriate washing and cleaning before and after activity. (CONTINUED ON NEXT PAGE)

FUNCTIONAL FOOD SHOPPPING SKILLS CONTINUED

Domain	Teacher's Objective	What Parents Can Do At Home: Activities With Your Child to Extend/Reinforce the Classroom Lesson
Cognitive	▪ Using actual or play situations, have pupils list simple purchase, example: cereal $3.50/box ▪ Using calculator, students total amount of purchase of several items. ▪ Each student will have an opportunity to be the cashier and give change using various coin combinations.	▪ Have child identify bills and coins ▪ Have child tell the value of each coin and bill ▪ Play money games such as *Life* or *Monopoly* which require making purchases with play money
Pre-Vocational	▪ Pupils are given opportunity to apply money concepts while shopping ▪ Practice selecting and paying for items	▪ Child practices paying for purchases. ▪ Child pays own fare when using public transportation. ▪ Child receives money for work accomplished when completes chores assigned at home.
Social/ Emotional	▪ Teacher **emphasizes** appropriate behaviors: a) During shopping trips b) Travelling on public transportation c) Walking in the neighborhood/ community d) Selecting and paying for items ▪ Give praise for job well done.	▪ Parents can improve child's self image by praising them for: a) Helping with shopping b) Doing chores c) Acting appropriately at a family outing d) Doing homework without complaining e) Selecting and paying for items

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